**Ogdensburg Borough Public School**

**Preschool Curriculum**

**2017**

The State of New Jersey supports the following criteria for Preschool Curriculum:

“The curriculum is aligned with the Preschool Teaching and Learning Standards;

Methods for inclusion of students with disabilities are provided;

The content and teaching strategies are clear, and research-based;

The curriculum content is taught with focus and integration;

The curriculum relies on child initiation and engagement;

All curriculum components are developmentally appropriate; and

Show evidence of benefits.”

Early Childhood Education: Curriculum and Assessment [Website]. (2014). Retrieved from State of New Jersey Department of Education. July 21, 2017,

from <http://www.nj.gov/education/ece/curriculum/curriculum.htm>.

**Recommended Resources Include:**

The Creative Curriculum

Curiosity Corner

HighScope Preschool Curriculum

Tools of the Mind

**Completion date:**

End of the 4 year old preschool program.

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**SOCIAL /EMOTIONAL DEVELOPMENT**

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| --- | --- | --- | --- |
| **Content Area: Social / Emotional Development** | | | |
| **Standard 0.1: Children demonstrate self-confidence.** | | | |
| **Clusters** | | | |
| 0.1.1  Express individuality by making independent decisions about which materials to use. | 0.1.2  Express ideas for activities and initiate discussions. | 0.1.3  Actively engage in activities and interactions with teachers and peers. | 0.1.4  Discuss their own actions and efforts. |
| **Evidence** | | | |
| Student can choose objects for specific tasks (color with crayons, build with blocks). | Student can problem solve and discuss why they made a specific choice. | Student can work with other students. Student can interact with teacher and respond to requests. | Students can reflect about their actions and speak about their thoughts to the teacher. |
| **Assessment -** Students will be assessed on a regular basis using summative and/or formative assessments to help guide instruction. | | | |

**SOCIAL /EMOTIONAL DEVELOPMENT**

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| **Content Area: Social / Emotional Development** | | | |
| **Standard 0.2: Children demonstrate self-direction.** | | | |
| **Clusters** | | | |
| 0.2.1  Make independent choices and plans from a broad range of diverse interest centers. | 0.2.2  Demonstrate self-help skills (e.g., clean up, pour juice, use soap when washing hands, put away belongings). | 0.2.3  Move through classroom routines and activities with minimal teacher direction and transition easily from one activity to the next. | 0.2.4  Attend to tasks for a period of time. |
| **Evidence** | | | |
| Student can choose an activity without prompting from the teachers. Student can use a plan while in the learning centers. | Student can start and complete tasks without prompting from the teacher. | Student can transition between activities without resistance. Student can move easily to specified areas in the classroom. | Student can maintain interest for a period of a time. |
| **Assessment -** Students will be assessed on a regular basis using summative and/or formative assessments to help guide instruction. | | | |

**SOCIAL /EMOTIONAL DEVELOPMENT**

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| **Content Area: Social / Emotional Development** | | | |
| **Standard 0.3: Children identify and express feelings.** | | | |
| **Clusters** | | | |
| 0.3.1  Recognize and describe a wide range of feelings, including sadness, anger, fear, and happiness. | 0.3.2  Empathize with feelings of others. | 0.3.3  Channel impulses and negative feelings, such as anger. | |
| **Evidence** | | | |
| Student can identify feelings from characters in a story (The three pigs are afraid when the wolf blows on their house.) | Example: Student gets a blanket for a friend and comforts him/her when the person feels sad. The student uses the appropriate behavior to match the emotion. | Student calmly puts thoughts into words, or take three deep breaths, or pulls self out of play to go to a spot to relax, or uses expressive activities such as drawing. | |
| **Assessment -** Students will be assessed on a regular basis using summative and/or formative assessments to help guide instruction. | | | |

**SOCIAL /EMOTIONAL DEVELOPMENT**

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| **Content Area: Social /Emotional Development** | | | |
| **Standard 0.4: Children exhibit positive interactions with other children and adults.** | | | |
| **Clusters** | | | |
| 0.4.1  Engage appropriately with peers and teachers in classroom activities. | 0.4.2  Demonstrate socially acceptable behavior for teachers and peers. | 0.4.3  Say “thank you” and “please” and “excuse me.” | |
| **Evidence** | | | |
| Student can play with others without aggression. Student can share with others. Student can work with teacher’s expectations. | Student gets a tissue when needed. Student sits next to a friend/teacher. Student holds hands. | Student uses polite responses in given situations. | |
| **Assessment -** Students will be assessed on a regular basis using summative and/or formative assessments to help guide instruction. | | | |

**SOCIAL /EMOTIONAL DEVELOPMENT**

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| **Content Area: Social /Emotional Development** | | | |
| **Standard 0.4: Children exhibit positive interactions with other children and adults.** | | | |
| **Clusters** | | | |
| 0.4.4  Respect the rights of others. | 0.4.5  Express needs verbally or nonverbally to teacher and peers without being aggressive. | 0.4.6  Demonstrate verbal or nonverbal problem-solving skills without being aggressive. | |
| **Evidence** | | | |
| Student understands boundaries (does not take another’s belongings). Student is comfortable allowing other students to answer questions. | Student identifies when something bothers them without aggressive behavior. Example: I do not like when you take my things. Stop.) | Student can talk about a problem and his/her feelings. Student can negotiate a solution to the problem. | |
| **Assessment -** Students will be assessed on a regular basis using summative and/or formative assessments to help guide instruction. | | | |

**SOCIAL /EMOTIONAL DEVELOPMENT**

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| **Content Area: Social /Emotional Development** | | | |
| **Standard 0.5: Children exhibit pro-social behaviors.** | | | |
| **Clusters** | | | |
| 0.5.1  Play independently and cooperatively in pairs and small groups. | 0.5.2  Engage in pretend play. | 0.5.3  Demonstrate how to enter into play when a group of children are already involved in play. | |
| **Evidence** | | | |
| Student interacts with other students and cooperates with the group members. | Student can “make believe” when playing (pretending to make food, be a character, doctor, etc.) | Student can enter into situations without causing tension among the other students. | |
| **Assessment -** Students will be assessed on a regular basis using summative and/or formative assessments to help guide instruction. | | | |

**SOCIAL /EMOTIONAL DEVELOPMENT**

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| **Content Area: Social /Emotional Development** | | | |
| **Standard 0.5: Children exhibit pro-social behaviors.** | | | |
| **Clusters** | | | |
| 0.5.4  Take turns. | 0.5.5  Demonstrate understanding the concept of sharing by attempting to share. | | |
| **Evidence** | | | |
| Student waits for their turn and permits others to go first. | Student shares materials with other students. | | |
| **Assessment -** Students will be assessed on a regular basis using summative and/or formative assessments to help guide instruction. | | | |

**VISUAL AND PERFORMING ARTS**

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| **Content Area**: **Visual & Performing Arts** | | | |
| **Standard 1.1 Children express themselves through and develop an appreciation of creative movement and dance.** | | | |
| **Clusters** | | | |
| 1.1.1  Move the body in a variety of ways, with and without music. | 1.1.2  Respond to changes in tempo and a variety of musical rhythms through body movements. | 1.1.3  Participate in simple sequences of movements. | 1.1.4  Define and maintain personal space, concentration, and focus during creative movement/ dance performances. |
| **Evidence** | | | |
| Student can move to songs or poems that have scripted motions. Student can mirror teacher’s movement (Simon Says). | Student can move to different tempos of music | Student can repeat a set of movements (Example: clap, clap, stamp your foot). | Student keeps appropriate distance from others. Student maintains attention while creating movements or during performances (Example: concerts). |
| **Assessment -** Students will be assessed on a regular basis using summative and/or formative assessments to help guide instruction. | | | |

**VISUAL AND PERFORMING ARTS**

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| --- | --- | --- | --- |
| **Content Area**: **Visual & Performing Arts** | | | |
| **Standard 1.1**: **Children express themselves through and develop an appreciation of creative movement and dance.** | | | |
| **Clusters** | | | |
| 1.1.5  Participate in or observe a variety of dance and movement activities accompanied by music and/or props from different cultures and genres. | 1.1.6  Use movement/dance to convey meaning around a theme or to show feelings. | 1.1.7  Describe feelings and reactions in response to a creative movement/ dance performance. | 1.1.8  Begin to demonstrate appropriate audience skills during creative movement and dance performances. |
| **Evidence** | | | |
| Student can move to music from a variety of cultures. Example: Student can move to the beat of cha cha music or shake a maraca. | Student can move to music that elicits a feeling (Example: Hall of the Mountain King, Old MacDonald). | Student can describe how they feel when they view dancing (Example: Disney’s Fantasia 1 or 2). | Student acts appropriately during school concerts or assemblies involving movement or dance. |
| **Assessment -** Students will be assessed on a regular basis using summative and/or formative assessments to help guide instruction. | | | |

**VISUAL AND PERFORMING ARTS**

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| **Content Area**: **Visual & Performing Arts** | | | |
| **Standard 1.2: Children express themselves through and develop an appreciation for music.** | | | |
| **Clusters** | | | |
| 1.2.1  Sing a variety of songs with expression, independently and with others. | 1.2.2  Use a variety of musical instruments to create music alone and/or with others, using different beats, tempo, dynamics, and interpretations. | 1.2.3  Clap or sing songs with repetitive phrases and rhythmic patterns. | 1.2.4  Listen to, imitate, and improvise sounds, patterns, or songs. |
| **Evidence** | | | |
| Student sings songs with expression alone and with others. | Student uses rhythmic instruments and melody instruments such as kazoos or bells to demonstrate tempo, dynamics, etc. | Student sings songs with repetitive phrases (Example: If You’re Happy and You Know It). | Student can create or imitate sounds and patterns (Example: Wheels on the Bus). |
| **Assessment -** Students will be assessed on a regular basis using summative and/or formative assessments to help guide instruction. | | | |

**VISUAL AND PERFORMING ARTS**

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| **Content Area**: **Visual & Performing Arts** | | | |
| **Standard 1.2: Children express themselves through and develop an appreciation for music.** | | | |
| **Clusters** | | | |
| 1.2.5  Participate in and listen to music from a variety of cultures and times. | 1.2.6  Recognize and name a variety of music elements using appropriate music vocabulary. | 1.2.7  Describe feelings and reactions in response to diverse musical genres and styles. | 1.2.8  Begin to demonstrate appropriate audience skills during recordings and music performances. |
| **Evidence** | | | |
| Student maintains attention while they listen to a variety of music. | Student can identify fast or slow music. Student can identify loud or quiet music. | Student can identify how they feel after listening to different types of music. | Student maintains appropriate behavior during concerts. |
| **Assessment -** Students will be assessed on a regular basis using summative and/or formative assessments to help guide instruction. | | | |

**VISUAL AND PERFORMING ARTS**

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| **Content Area**: **Visual & Performing Arts** | | | |
| **Standard 1.3**: **Children express themselves through and develop an appreciation of dramatic play and storytelling.** | | | |
| **Clusters** | | | |
| 1.3.1  Play roles observed through life experiences. | 1.3.2  Use memory, imagination, creativity, language to make up new roles and act them out. | 1.3.3  Participate with others in dramatic play, negotiating roles, and setting up scenarios using costumes and props. | 1.3.4  Differentiate between fantasy/pretend play and real events. |
| **Evidence** | | | |
| Student can play roles such as mom/dad, baby, firefighter, police officer, doctor, mechanic, cashier. | Student can identify roles not listed in 1.3.1 can act them out. | Student can work with others in portraying a scenario using available items for costumes or props. | Student can differentiate between two events (one real, one imaginary- example: flying like a bird; flying like a unicorn) |
| **Assessment -** Students will be assessed on a regular basis using summative and/or formative assessments to help guide instruction. | | | |

**VISUAL AND PERFORMING ARTS**

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| **Content Area**: **Visual & Performing Arts** | | | |
| **Standard 1.3**: **Children express themselves through and develop an appreciation of dramatic play and storytelling.** | | | |
| **Clusters** | | | |
| 1.3.5  Sustain and extend play during dramatic play interactions. | 1.3.6  Participate in and listen to stories and dramatic performances from a variety of cultures and times. | 1.3.7  Describe feelings and reactions and make increasingly informed responses to stories and dramatic performances. | 1.3.8  Begin to demonstrate appropriate audience skills during storytelling and performances. |
| **Evidence** | | | |
| Student can anticipate what will happen next during dramatic play. | Student is attentive during storytelling and reading of stories. Student is attentive during school assemblies. | Student can identify how they feel about stories, characters, or performances and why they feel that way. | Student can sit still, observe what happens on stage, and respond accordingly. |
| **Assessment -** Students will be assessed on a regular basis using summative and/or formative assessments to help guide instruction. | | | |

**VISUAL AND PERFORMING ARTS**

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| **Content Area**: **Visual and Performing Arts** | | | |
| **Standard 1.4: Children express themselves through and develop an appreciation of the visual arts (painting, sculpting, drawing)**. | | | |
| **Clusters** | | | |
| 1.4.1  Demonstrate safe and appropriate use and care of art materials and tools. | 1.4.2  Create two- and three-dimensional works of art while exploring color, line, shape, form, texture, and space. | 1.4.3  Use vocabulary to describe various art forms and elements in the visual arts. | 1.4.4  Demonstrate a growing ability to represent experiences, thoughts, and ideas through a variety of age-appropriate materials and visual art media memory, observation, and imagination. |
| **Evidence** | | | |
| Student uses materials and tools in a safe manner. Student does not draw on inappropriate surfaces. | Student creates artwork by following directions about color, line, shape, texture, and space. | Student can describe color, line, shape, form, texture and space when viewing a piece of art. | Student can draw (or use other media) to represent real life experience. |
| **Assessment -** Students will be assessed on a regular basis using summative and/or formative assessments to help guide instruction. | | | |

**VISUAL AND PERFORMING ARTS**

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| --- | --- | --- | --- |
| **Content Area**: **Visual and Performing Arts** | | | |
| **Standard 1.4: Children express themselves through and develop an appreciation of the visual arts (painting, sculpting, drawing)**. | | | |
| **Clusters** | | | |
| 1.4.5  Demonstrate planning, persistence, and problem-solving skills while working independently, or with others, during the creative process. | 1.4.6  Create more recognizable representations as eye-hand coordination and fine-motor skills develop. | 1.4.7  Describe feelings and reactions and make increasingly thoughtful observations in response to a variety of culturally diverse works of art and objects in the everyday world. | |
| **Evidence** | | | |
| Student demonstrates persistence while creating works of art. Student solves problems during creating. | Student improves fine motor skills and representations become more recognizable. | Student can describe their reaction to a variety of genres and culturally significant works of art. | |
| **Assessment -** Students will be assessed on a regular basis using summative and/or formative assessments to help guide instruction. | | | |

**HEALTH. SAFETY, and PHYSICAL EDUCATION**

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| **Content Area**: **Health, Safety, and Physical Education** | | | |
| **Standard 2.1: Children develop self-help and personal hygiene.** | | | |
| **Clusters** | | | |
| 2.1.1  Develop an awareness of healthy habits. | 2.1.2  Demonstrate emerging self-help skills. | | |
| **Evidence** | | | |
| Student uses clean tissues, washes hands, handles food appropriately, brushes teeth, dress for weather. | Student develops independence with pouring, serving food, using utensils, dressing, and brushing teeth. | | |
| **Assessment -** Students will be assessed on a regular basis using summative and/or formative assessments to help guide instruction. | | | |

**HEALTH. SAFETY, and PHYSICAL EDUCATION**

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| **Content Area**: **Health, Safety, and Physical Education** | | | |
| **Standard 2.2: Children begin to develop the knowledge and skills necessary to make nutritious food choices.** | | | |
| **Clusters** | | | |
| 2.2.1  Explore foods and food groups. | 2.2.2  Develop awareness of nutritious food choices. | | |
| **Evidence** | | | |
| Student can compare and contrast food from a variety of cultures and describe taste, color, texture, smell, and shape. | Student describes good food choices. Student can speak about daily nutrition and good snack choices. | | |
| **Assessment -** Students will be assessed on a regular basis using summative and/or formative assessments to help guide instruction. | | | |

**HEALTH. SAFETY, and PHYSICAL EDUCATION**

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| **Content Area**: **Health, Safety, and Physical Education** | | | |
| **Standard 2.3: Children begin to develop an awareness of potential hazards in their environment.** | | | |
| **Clusters** | | | |
| 2.3.1  Use safe practices indoors and out. | 2.3.2  Develop an awareness of warning symbols and their meaning. | 2.3.3  Identify community helpers who assist in maintaining a safe environment. | 2.3.4  Know how to dial 911 for help. |
| **Evidence** | | | |
| Student identifies safety behaviors (Example: wearing bike helmets, walk in the classroom, how to do emergency drills, wearing seat belts). | Student recognizes and explains red light, stop sign, and poison symbols. | Student identifies the community personnel that assist with safety: police, fireman, crossing guards, ambulance, nurse. | Student knows how to dial 911 and can describe true emergencies. |
| **Assessment -** Students will be assessed on a regular basis using summative and/or formative assessments to help guide instruction. | | | |

**HEALTH. SAFETY, and PHYSICAL EDUCATION**

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| **Content Area**: **Health, Safety, and Physical Education** | | | |
| **Standard 2.4: Children develop competence and confidence in activities that require gross and fine motor skills.** | | | |
| **Clusters** | | | |
| 2.4.1  Develop and refine gross motor skills. | 2.4.2  Develop and refine fine motor skills. | 2.4.3  Use objects and props to develop spatial and coordination skills. | |
| **Evidence** | | | |
| Student can hop, gallop, jump, run, and march. | Student finishes increasingly difficult skills: smaller manipulatives, variety of writing tools, smaller play objects. | Student can throw and catch, use a hula hoop, walk on a balance beam, and/or lace increasingly smaller beads and buttons. | |
| **Assessment -** Students will be assessed on a regular basis using summative and/or formative assessments to help guide instruction. | | | |

**ENGLISH LANGUAGE ARTS**

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| **Content Area**: **English Language Arts** | | | |
| **Standard RL: Reading Literature** | | | |
| **Clusters** | | | |
| RL.PK.1  With prompting and support, ask, and answer key elements in a familiar story or poem. | RL.PK.2  With prompting and support, retell familiar stories or poems. | RL.PK.3  With prompting and support, identify characters, settings, and major events in a familiar story. | RL.PK.4  With prompting and support, ask and answer questions about unfamiliar words in a story or poem read aloud. |
| **Evidence** | | | |
| Student can identify characters, setting, or actions with teacher assistance. | Student can retell stories or poems with which they are familiar with teacher assistance. | Student can identify elements of a story with teacher assistance. | Student can answer questions about stories which are new to them with teacher assistance. |
| **Assessment -** Students will be assessed on a regular basis using summative and/or formative assessments to help guide instruction. | | | |

**ENGLISH LANGUAGE ARTS**

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| **Content Area**: **English Language Arts** | | | |
| **Standard RL: Reading Literature** | | | |
| **Clusters** | | | |
| RL.PK.5  Recognize common types of literature. | RL.PK.6  With prompting and support, identify the role of author and illustrator in telling the story. | RL.PK.7  With prompting and support, using a familiar storybook, tell how the illustrations support the story. | |
| **Evidence** | | | |
| Student can identify if the literature is a story or a poem. | Student can identify the author’s role and the illustrator’s role in creating a story. | Student can explain why illustrations help to explain a story. | |
| **Assessment -** Students will be assessed on a regular basis using summative and/or formative assessments to help guide instruction. | | | |

**ENGLISH LANGUAGE ARTS**

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| **Content Area**: **English Language Arts** | | | |
| **Standard RL: Reading Literature** | | | |
| **Clusters** | | | |
| RL.PK.8  Not applicable | RL.PK.9  With prompting and support using a familiar storybook, tell how adventures and experiences of characters are alike and how they are different. | RL.PK.10  Actively participate in read aloud experiences using age appropriate literature in individual, small, and large groups. | |
| **Evidence** | | | |
|  | Student can compare characters that are alike and different (Example: the three pigs are alike and the wolf was different). | Students can read aloud familiar parts of stories with teacher support. | |
| **Assessment -** Students will be assessed on a regular basis using summative and/or formative assessments to help guide instruction. | | | |

**ENGLISH LANGUAGE ARTS**

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| **Content Area**: **English Language Arts** | | | |
| **Standard RI: Reading Informational Text** | | | |
| **Clusters** | | | |
| RI.PK.1  With prompting and support, ask and answer questions about key elements in a familiar text. | RI.PK.2  With prompting and support, recall important facts from a familiar text. | RI.PK.3  With prompting and support, make a connection between pieces of essential information in a familiar text. | RI.PK.4  With prompting and support, ask and answer questions about unfamiliar words in informational text. |
| **Evidence** | | | |
| Student can answer questions about an informational text with teacher assistance. | Student can remember facts from an informational text selection (who, what, where when, how). | Student can connect essential information from a text to real life with teacher prompts. | Student can recognize words that are unfamiliar and with teacher assistance can answer questions. |
| **Assessment -** Students will be assessed on a regular basis using summative and/or formative assessments to help guide instruction. | | | |

**ENGLISH LANGUAGE ARTS**

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| **Content Area**: **English Language Arts** | | | |
| **Standard RI: Reading Informational Text** | | | |
| **Clusters** | | | |
| RI.PK.5  Identify the front and back cover of a book. | RI.PK.6  With prompting and support, identify the role of author and illustrator in presenting ideas in informational text. | RI.PK.7  With prompting and support, tell how the illustrations support the text. | |
| **Evidence** | | | |
| Student can identify the front and back covers of a book through visual cues. | Student can explain that the author writes the text and that the illustrator is responsible for the pictures. | Student can say why the pictures explain the information in the text. | |
| **Assessment -** Students will be assessed on a regular basis using summative and/or formative assessments to help guide instruction. | | | |

**ENGLISH LANGUAGE ARTS**

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| **Content Area**: **English Language Arts** | | | |
| **Standard RI: Reading Informational Text** | | | |
| **Clusters** | | | |
| RI.PK.8  Begins in Kindergarten | RI.PK.9  Begins in Kindergarten | RI.PK.10  Actively participate in read aloud experiences using age appropriate informational books individually and in small and large groups. | |
| **Evidence** | | | |
|  |  | Student participates by answering questions and/or commenting about the informational text. | |
| **Assessment -** Students will be assessed on a regular basis using summative and/or formative assessments to help guide instruction. | | | |

**ENGLISH LANGUAGE ARTS**

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| **Content Area**: **English Language Arts** | | | |
| **Standard RF: Foundational Skills** | | | |
| **Clusters** | | | |
| RF.PK.1.a,b,c,d  Begin to demonstrate understanding of basic features of print. | RF.PK.2.a,b,c  Demonstrate understanding of spoken words and begin to understand syllables and sounds (phonemes) | RF.PK.3.a,b  Demonstrate an understanding of beginning phonics and word skills. | RF.PK.4  Begin to engage in a variety of texts with purpose and understanding. |
| **Evidence** | | | |
| 1. Student can follow words (left to right, top to bottom, page by page). 2. Student recognizes that spoken words can be written and read. 3. Student can recognize that words are separated by spaces. 4. Student recognizes and names many upper and lower case letters of the alphabet. | 1. Student can recognize and produce simple rhyming words. 2. Student can clap the number of syllables in a word. 3. Student identifies many initial sounds of familiar words. | 1. Student associates many letters with their names and their most frequent sounds. 2. Student can recognize their name in print as well as other familiar print in the environment. | Student purposefully chooses to engage with texts and uses picture cues to read. |
| **Assessment -** Students will be assessed on a regular basis using summative and/or formative assessments to help guide instruction. | | | |

**ENGLISH LANGUAGE ARTS**

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| **Content Area**: **English Language Arts** | | | |
| **Standard W: Writing** | | | |
| **Clusters** | | | |
| W.PK.1  Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share a preference or opinion during play or other activities. | W.PK.2  Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share information during play or other activities. | W.PK.3  Begins in Kindergarten | |
| **Evidence** | | | |
| Student uses invented writing while playing to share or give opinions.. | Student uses invented writing while playing to give information. |  | |
| **Assessment -** Students will be assessed on a regular basis using summative and/or formative assessments to help guide instruction. | | | |

**ENGLISH LANGUAGE ARTS**

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| **Content Area**: **English Language Arts** | | | |
| **Standard W: Writing** | | | |
| **Clusters** | | | |
| W.PK.4  Begins in Grade 3 | W.PK.5  With guidance and support, share a drawing with dictation, scribble-writing, letter-strings, or invented spelling to describe an event real or imagined. | W.PK.6  With guidance and support, use digital tools to express ideas. | |
| **Evidence** | | | |
|  | Student uses invented writing to tell about an event. | Student uses digital means to express their ideas. | |
| **Assessment -** Students will be assessed on a regular basis using summative and/or formative assessments to help guide instruction. | | | |

**ENGLISH LANGUAGE ARTS**

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| **Content Area**: **English Language Arts** | | | |
| **Standard W: Writing** | | | |
| **Clusters** | | | |
| W.PK.7  With guidance and support, participate in shared research and shared writing projects. | W.PK.8  With guidance and support, recall information from an experience or a familiar topic to answer a question. | W.PK.9  Begins in grade 4 | |
| **Evidence** | | | |
| Student uses writing/ drawing to explain research with teacher support. | Student uses writing/drawing to answer a question about recalled information. |  | |
| **Assessment -** Students will be assessed on a regular basis using summative and/or formative assessments to help guide instruction. | | | |

**ENGLISH LANGUAGE ARTS**

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| **Content Area**: **English Language Arts** | | | |
| **Standard SL**: **Speaking and Listening** | | | |
| **Clusters** | | | |
| SL.PK.1.a,b  Participate in conversations and interactions with peers and adults individually and in small and large groups. | SL.PK.2  Ask and answer questions about text or other information read aloud or presented orally. | SL.PK.3  Ask and answer question to seek help, get information, or follow directions. | |
| **Evidence** | | | |
| 1. Student follows rules when discussing in groups. Student takes turns with others when speaking. 2. Student holds discussions with several back and forth exchanges. | Student maintains focus on oral presentations and asks and answers questions about the text. | Student asks questions to clarify directions or access assistance. | |
| **Assessment -** Students will be assessed on a regular basis using summative and/or formative assessments to help guide instruction. | | | |

**ENGLISH LANGUAGE ARTS**

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| **Content Area**: **English Language Arts** | | | |
| **Standard SL**: **Speaking and Listening** | | | |
| **Clusters** | | | |
| SL.PK.4  Begin to describe familiar people, places, things, and events and sometimes with detail. | SL.PK.5  Use drawings or visual displays to add to descriptions to provide additional detail. | SL.PK.6  With guidance and support, speak audibly and express thoughts, feelings, and ideas. | |
| **Evidence** | | | |
| Student can describe people in their environment (teachers, support staff, family). Student can describe events (events from their life, occurrences at school). | Students can draw or make items that reflect learning or their environment. | Student utilizes words to speak about ideas and feelings with teacher guidance and support. | |
| **Assessment -** Students will be assessed on a regular basis using summative and/or formative assessments to help guide instruction. | | | |

**ENGLISH LANGUAGE ARTS**

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| **Content Area**: **English Language Arts** | | | |
| **Standard L: Language** | | | |
| **Clusters** | | | |
| L.PK.1.a,b,c,d,e,f  Begin to understand the conventions of standard English grammar when speaking during interactions and activities. | L.PK.2.a,b,c,d  Begin to understand the simple conventions of standard English grammar during reading and writing experiences throughout the day. | L.PK.3  Begins in Grade 2. | |
| **Evidence** | | | |
| 1. Student can print many letters. 2. Student uses frequently occurring nouns and verbs. 3. Student can form plural nouns. 4. Student uses question words (who, what, where, when, why, how). 5. Student uses frequently occurring prepositions (to, from, in, out, on, off, for, by, with). 6. Student begins to speak in full sentences. 7. Student can follow simple multi-step directions. | 1. Begins in Kindergarten 2. Begins in Kindergarten 3. Student attempts to write a letter or letters by using scribble writing, letter-like forms, letter strings, and invented spelling during writing activities. 4. Begins in Kindergarten |  | |
| **Assessment -** Students will be assessed on a regular basis using summative and/or formative assessments to help guide instruction. | | | |

**ENGLISH LANGUAGE ARTS**

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| **Content Area**: **English Language Arts** | | | |
| **Standard L: Language** | | | |
| **Clusters** | | | |
| L.PK.4.a,b  Begin to determine the meaning of new words and phrases introduced through preschool reading and content. | L.PK.5.a,b,c,d  With guidance and support, explore word relationships. | L.PK.6  Use words and phrases acquired through conversations, activities, and read alouds. | |
| **Evidence** | | | |
| 1. Student generate words that are similar in meaning with guidance (stone/rock. happy/glad). 2. Begins in Kindergarten | 1. Student begins to sort familiar objects with guidance (sort plastic animals in groups ex. Dogs, tigers, bears). 2. Student begins to understand opposites (cold, hot; small, big). 3. Student identifies real world connections between words and their use. (Example: Tell me a place in the room that is quiet). 4. Begins in Kindergarten | Student’s vocabulary expands and using language improves. | |
| **Assessment -** Students will be assessed on a regular basis using summative and/or formative assessments to help guide instruction. | | | |

**APPROACHES TO LEARNING**

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| **Content Area**: **Approaches to Learning** | | | |
| **Standard 9.1**: **Children demonstrate initiative, engagement, and persistence.** | | | |
| **Clusters** | | | |
| 9.1.1  Make plans and decisions to actively engage in learning. | 9.1.2  Show curiosity and initiative by choosing to explore a variety of activities and experiences with a willingness to try new challenges. | 9.1.3  Focus attention on tasks and experiences, despite interruptions or distractions. | |
| **Evidence** | | | |
| Student greets others as they arrive to school. Student discusses with peers activities from yesterday or upcoming events. | Student chooses to learn new skills and material or increase level of difficulty (Example: choose a harder and harder puzzle). | Student works hard on an activities although those nearby are playing a game. Student can return to an activity after being called away by the teacher. | |
| **Assessment -** Students will be assessed on a regular basis using summative and/or formative assessments to help guide instruction. | | | |

**APPROACHES TO LEARNING**

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| --- | --- | --- | --- |
| **Content Area**: **Approaches to Learning** | | | |
| **Standard 9.1**: **Children demonstrate initiative, engagement, and persistence.** | | | |
| **Clusters** | | | |
| 9.1.4  Show persistence when faced with challenging tasks and uncertainty, seeking and accepting help when appropriate. | 9.1.5  Bring a teacher-directed or self-initiated task, activity, or project to completion. | | |
| **Evidence** | | | |
| Student says to a peer, “This is hard. Can you help me figure it out?” | Student completes tasks that they are assigned. Student shows the teacher and comments, “Look, I finished it all by myself”. | | |
| **Assessment -** Students will be assessed on a regular basis using summative and/or formative assessments to help guide instruction. | | | |

**APPROACHES TO LEARNING**

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| **Content Area**: **Approaches to Learning** | | | |
| **Standard 9.2: Children show creativity and imagination.** | | | |
| **Clusters** | | | |
| 9.2.1  Show flexibility in approaching tasks by being open to new ideas. | 9.2.2  Use the imagination to solve problems, use materials, role play, write stories, move the body, or create works of art. | 9.2.3  Use multiple means of communication to creatively express thoughts, ideas, and feelings. | |
| **Evidence** | | | |
| Student does not cling to one approach of a task. Student is willing to experiment and to risk trying new ideas or approaches. | Student uses materials in imaginative ways while role playing (Example: tears up green construction paper to serve spinach for dinner). | Student can sing a song and act out the appropriate motions (Example: sing a song & act out life cycle of a butterfly). | |
| **Assessment -** Students will be assessed on a regular basis using summative and/or formative assessments to help guide instruction. | | | |

**APPROACHES TO LEARNING**

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| **Content Area**: **Approaches to Learning** | | | |
| **Standard 9.3: Children identify and solve problems.** | | | |
| **Clusters** | | | |
| 9.3.1  Recognize a problem and describe or demonstrate ways to solve it alone or with others. | 9.3.2  Use varied strategies to seek or recall information and to find answers. | 9.3.3  Predict what will happen next based on prior experience and knowledge and test the prediction for accuracy. | 9.3.4  Reflect on, evaluate, and communicate what was learned. |
| **Evidence** | | | |
| Students sees an issue and finds a solution (Example: “I know. Sally and I can clean the table together so we have a place to color our pictures”). | Student applies questioning, trial and error, testing, building on ideas, finding resources, drawing, or thinking aloud to remember information. | Student use trial and error to test a prediction (Example: raise the height of a ramp to see if the ball rolls farther). | Student can explain and or demonstrate a project on which they worked. |
| **Assessment -** Students will be assessed on a regular basis using summative and/or formative assessments to help guide instruction. | | | |

**APPROACHES TO LEARNING**

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| **Content Area**: **Approaches to Learning** | | | |
| **Standard 9.4: Children apply what they have learned to new situations.** | | | |
| **Clusters** | | | |
| 9.4.1  Use prior knowledge to understand new experiences or a problem in a new context. | 9.4.2  Make connections between ideas, concepts, and subjects. | 9.4.3  Demonstrate understanding of what others think and feel through words or actions. | |
| **Evidence** | | | |
| Student can apply their knowledge in another context (Example: after learning about snakes, compare to a worm they find). | Student can connect ideas to another format (Example: taking pictures on a nature walk and then illustrating a book with them). | Student demonstrates an understanding of others’ feelings (Example: act out a familiar story and mirror the characters emotions). | |
| **Assessment -** Students will be assessed on a regular basis using summative and/or formative assessments to help guide instruction. | | | |

**MATHEMATICS**

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| **Content Area**: **Mathematics** | | | |
| **Standard 4.1: Children begin to demonstrate an understanding of number and counting.** | | | |
| **Clusters** | | | |
| 4.1.1  Count to 20 by ones with minimal prompting. | 4.1.2  Recognize and name one-digit written numbers up to 10 with minimal prompting. | 4.1.3  Know that written numbers are symbols for number quantities and, with support, begin to write numbers from 0 to 10. | |
| **Evidence** | | | |
| Student counts to 20 with little teacher support. | Student can identify and name numbers up to 10 with minimal teacher support. | Student can count objects up to 10 (Example: counting out 10 blocks). Student writes numbers up to 10 with minimal teacher support. | |
| **Assessment -** Students will be assessed on a regular basis using summative and/or formative assessments to help guide instruction. | | | |

**MATHEMATICS**

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| **Content Area**: **Mathematics** | | | |
| **Standard 4.1: Children begin to demonstrate an understanding of number and counting.** | | | |
| **Clusters** | | | |
| 4.1.4.a,b,c  Understand the relationship between numbers and quantities. | 4.1.5  Use one to one correspondence to solve problems by matching sets or comparing amounts. | 4.1.6  Compare groups of up to 5 objects. | |
| **Evidence** | | | |
| 1. Student accurately counts objects up to 10 using 1:1 correspondence. Student counts up to 5 objects that are scattered (Example: count the pictures of rabbits in the room). 2. Student arranges and counts objects and show understanding of consistency of quantities (Example: 5 is constant whether 5 people, 5 blocks, or 5 pencils). 3. Student instantly recognizes up to 3 objects without counting. | Student can solve a problem by matching (Example: match 5 straw to 5 drinks to know how many straws you need).  Student matches one block for each opening in a cupcake tin. | Student begins to use terms such as more, less, or same when comparing to groups of objects (Examples: 5 blocks is more than 3 pencils). | |
| **Assessment -** Students will be assessed on a regular basis using summative and/or formative assessments to help guide instruction. | | | |

**MATHEMATICS**

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| **Content Area**: **Mathematics** | | | |
| **Standard 4.2: Children demonstrate an initial understanding of numerical operations.** | | | |
| **Clusters** | | | |
| 4.2.1.a,b  Represent addition and subtraction by manipulating up to 5 objects. | 4.2.2  Begin to represent simple word problem data in pictures and drawings. | | |
| **Evidence** | | | |
| 1. Student can put together and add to (Example: 3 blue crayons and 2 yellow crayons make 5 crayons altogether). 2. Student can take apart and take from (Example: I had 4 grapes. I ate one. Now, I have 3). | Student can draw pictures to show quantities. Student can add a picture to show addition. Student can cross out a picture to show subtraction. | | |
| **Assessment -** Students will be assessed on a regular basis using summative and/or formative assessments to help guide instruction. | | | |

**MATHEMATICS**

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| **Content Area**: **Mathematics** | | | |
| **Standard 4.3: Children begin to conceptualize measurable attributes of objects.** | | | |
| **Clusters** | | | |
| 4.3.1  Sort, order, pattern, and classify objects by non-measurable and measurable attributes. | 4.3.2  Begin to use appropriate vocabulary to demonstrate awareness of the measurable attributes of length, area, weight, and capacity of everyday objects. | 4.3.3  Compare and order up to 5 objects according to measurable attributes. | |
| **Evidence** | | | |
| Student can identify color, texture, or type of material of objects and sort the objects accordingly.  Student can order objects according to length, capacity, and height (Which is longer? Which box holds more? Which is taller?). | Student uses words such as long, short, tall, light, heavy, full in reference to everyday objects. | Student compares objects and puts them in order (Example: shortest to tallest, empty to full). | |
| **Assessment -** Students will be assessed on a regular basis using summative and/or formative assessments to help guide instruction. | | | |

**MATHEMATICS**

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| **Content Area**: **Mathematics** | | | |
| **Standard 4.4: Children develop spatial and geometric sense.** | | | |
| **Clusters** | | | |
| 4.4.1  Respond to and use positional words. | 4.4.2  Use accurate terms to name and describe some two-dimensional shapes and begin to use accurate terms to name and describe some three-dimensional shapes. | 4.4.3  Manipulate, compare, and discuss the attributes of two and three dimensional shapes. | |
| **Evidence** | | | |
| Student uses words such as in, under, down, between, behind. | Student identifies two-dimensional shapes by circle, square, triangle.  Student identifies three-dimensional shapes by sphere, cylinder, cube, side, point, angle. | 1. 2-D: Student uses two-dimensional shapes to make designs, patterns, and pictures. Student manipulates materials such as pattern blocks to match shapes or make new shapes. Student can sort shapes. 2. 3-D: Student can use building blocks or other materials such as cereal boxes to create other shapes with different height, width, or depth. | |
| **Assessment -** Students will be assessed on a regular basis using summative and/or formative assessments to help guide instruction. | | | |

**SCIENCE**

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| **Content Area**: **Science** | | | |
| **Standard 5.1: Children develop inquiry skills.** | | | |
| **Clusters** | | | |
| 5.1.1  Display curiosity about science objects, materials, activities, and longer-term investigations in progress. | 5.1.2  Observe, questions, predict, and investigate materials, objects, and phenomena during indoor or outdoor activities during long term investigations. | | |
| **Evidence** | | | |
| Student asks who, what, when, where, why, and how questions during sensory explorations and experimentations (Example: watching a piece of celery turn red when in red water, the student asks why). | Student seeks answers to questions and tests predictions using simple experiments or research (Example: crack a nut to look inside; putting an object in water to see if it floats). | | |
| **Assessment -** Students will be assessed on a regular basis using summative and/or formative assessments to help guide instruction. | | | |

**SCIENCE**

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| **Content Area**: **Science** | | | |
| **Standard 5.1: Children develop inquiry skills.** | | | |
| **Clusters** | | | |
| 5.1.3  Use basic science terms and topic-related vocabulary, weather terms, simple machine vocabulary, and names of basic tools. | 5.1.4  Communicate with other children and adults to share observations, pursue, questions, make predictions, and /or conclusions. | 5.1.5  Represent observations and work through drawing, recording data, and “writing” or drawing observations. | |
| **Evidence** | | | |
| Student uses terms such as: observe, predict, experiment, fur, fins, feathers, beaks, cloudy, hurricane, temperature, wheel, pulley, screw, inclined plane, solid, liquid, hammer, screwdriver, binoculars, stethoscope, magnifier. | Student speaks with peers and teachers and predicts what will happen. Afterward, student can make a conclusion (predict if a foam ball will float, investigate, conclude that the foam ball floats). | Student “writes” on clipboards, makes rubbings, makes picture charts to show the growth of a plant. | |
| **Assessment -** Students will be assessed on a regular basis using summative and/or formative assessments to help guide instruction. | | | |

**SCIENCE**

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| **Content Area**: **Science** | | | |
| **Standard 5.2: Children observe and investigate matter and energy.** | | | |
| **Clusters** | | | |
| 5.2.1  Observe, manipulate, sort, and describe objects and materials in indoor and outdoor environments based on size, shape, color, texture and weight. | 5.2.2  Explore changes in liquids and solids when substances are combined, heated, or cooled. | 5.2.3  Investigate sound, heat, and light energy through one or more of the senses. | 5.2.4  Investigate how why things move. |
| **Evidence** | | | |
| Student describes experiences with water, sand, clay, paint, glue, blocks, household items. Student can describe by size, shape, color, texture, and weight. | Student investigates mixing sand with water, mixing gelatin, mixing colors of paint, freezing, or melting. | Student explores pitch and volume of sound, how shadows change during the day, using flashlights to make shadows. | Student explores sliding blocks on ramps, balancing structures on a point, pushing objects over an edge, how fast different objects move or roll. |
| **Assessment -** Students will be assessed on a regular basis using summative and/or formative assessments to help guide instruction. | | | |

**SCIENCE**

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| **Content Area**: **Science** | | | |
| **Standard 5.3: Children observe and investigate living things.** | | | |
| **Clusters** | | | |
| 5.3.1  Investigate and compare the basic physical characteristics of plants, humans, and other animals. | 5.3.2  Observe similarities and differences in the needs of living things, and differences between living and nonliving things. | 5.3.3  Observe and describe how natural habitats provide for the basic needs of plants and animals with respect to shelter, food, water, air, and light. | 5.3.4  Observe and record change over time and cycles of change that affect living things. |
| **Evidence** | | | |
| Student observes and discusses leaves, stems, roots, body, parts, different insects, leaf shapes, animals with fur or feathers. | Student compares and contrasts needs of living things and nonliving things. Student discusses similarities between animal babies and their parents; differences between a hermit crab and a shell on the shore. | Student digs in the soil to investigate kinds of life that live in and around ground or replicate in a classroom terrarium. | Student observes the life cycle of a plant. Student uses photographs to discuss human growth and change. Student measures plant change by using blocks to measure. |
| **Assessment -** Students will be assessed on a regular basis using summative and/or formative assessments to help guide instruction. | | | |

**SCIENCE**

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| **Content Area**: **Science** | | | |
| **Standard 5.4: Children observe and investigate the Earth** | | | |
| **Clusters** | | | |
| 5.4.1  Explore and describe characteristics of soil, rocks, water, and air. | 5.4.2  Explore the effects of sunlight on living and nonliving things. | 5.4.3  Observe and record weather. | |
| **Evidence** | | | |
| Student can sort rocks by shape and/or color. Student observes water as a solid or a liquid. Student notices the effect of wind. | Student investigates growing plants with and without sunlight.  Student investigates shadows when an object blocks a light source. | Student charts temperatures through the seasons. Student represent levels of wind by waving scarves. | |
| **Assessment -** Students will be assessed on a regular basis using summative and/or formative assessments to help guide instruction. | | | |

**SCIENCE**

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| **Content Area**: **Science** | | | |
| **Standard 5.4: Children observe and investigate the Earth** | | | |
| **Clusters** | | | |
| 5.4.4  Demonstrate emergent awareness of the need for conservation, recycling, and respect for the environment. | 5.4.5  Identify and use basic tools and technology to extend exploration in conjunction with science investigations. | | |
| **Evidence** | | | |
| Student does not let water run unnecessarily. Student collects recyclables for other uses (collect yogurt cups to use as paint cups), resuses paper goods for collages or sculptures. | Student uses writing, drawing, painting, scissors, staplers, balance scales, ramps, pulleys, hammers, screwdrivers, binoculars, whisks, measuring tools, technology, video and/or audio recordings, cameras. | | |
| **Assessment -** Students will be assessed on a regular basis using summative and/or formative assessments to help guide instruction. | | | |

**SOCIAL STUDIES, FAMILY, and LIFE SKILLS**

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| **Content Area**: **Social Studies, Family, and Life Skills** | | | |
| **Standard 6.1: Children identify unique characteristics of themselves, their families, and others.** | | | |
| **Clusters** | | | |
| 6.1.1  Describe characteristics of oneself, one’s family, and others. | 6.1.2  Demonstrate an understanding of family roles and traditions. | 6.1.3  Express individuality and cultural diversity. | |
| **Evidence** | | | |
| Student can name their family members and/or pets. Student can describe their hair and other characteristics. | Student describes family roles and traditions. | Student uses role play to express their individuality or cultural differences. | |
| **Assessment -** Students will be assessed on a regular basis using summative and/or formative assessments to help guide instruction. | | | |

**SOCIAL STUDIES, FAMILY, and LIFE SKILLS**

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| **Content Area**: **Social Studies, Family, and Life Skills** | | | |
| **Standard 6.2: Children become contributing members of the classroom community.** | | | |
| **Clusters** | | | |
| 6.2.1  Demonstrate understanding of rules by following most classroom routines. | 6.2.2  Demonstrate responsibility by initiating simple classroom tasks and jobs. | 6.2.3  Demonstrate appropriate behavior when collaborating with others. | |
| **Evidence** | | | |
| Student follows most class rules and classroom routines with few reminders. | Student initiates simple tasks in the classroom (Example: Come in and hang up a coat). | Student speaks kindly to peers. Student takes turns with others. | |
| **Assessment -** Students will be assessed on a regular basis using summative and/or formative assessments to help guide instruction. | | | |

**SOCIAL STUDIES, FAMILY, and LIFE SKILLS**

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| **Content Area**: **Social Studies, Family, and Life Skills** | | | |
| **Standard 6.3: Children demonstrate knowledge of neighborhood and community.** | | | |
| **Clusters** | | | |
| 6.3.1  Develop and awareness of the physical features of the neighborhood/ community. | 6.3.2  Identify, discuss, and role-play the duties of a range of community workers. | | |
| **Evidence** | | | |
| Student can describe their town. Student recognizes that a fire department and police department are in town. Student identifies that the mine is in the town. | Student can role play the jobs of familiar figures (police, firemen, teacher, store owner, etc.) | | |
| **Assessment -** Students will be assessed on a regular basis using summative and/or formative assessments to help guide instruction. | | | |

**SOCIAL STUDIES, FAMILY, and LIFE SKILLS**

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| **Content Area**: **Social Studies, Family, and Life Skills** | | | |
| **Standard 6.4: Children develop an awareness of the cultures within their classroom and their community.** | | | |
| **Clusters** | | | |
| 6.4.1  Learn about and respect other cultures within the classroom and community. | | | |
| **Evidence** | | | |
| Student shows respect for other cultures in person and through literature or videos. | | | |
| **Assessment -** Students will be assessed on a regular basis using summative and/or formative assessments to help guide instruction. | | | |

**WORLD LANGUAGES**

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| **Content Area**: **World Languages** | | | |
| **Standard 7.1: Children know that people use different languages (including sign language) to communicate, and will express simple greetings, words, and phrases in a language other than their own.** | | | |
| **Clusters** | | | |
| 7.1.1  Acknowledge that a language other than their own is being spoken or used. | 7.1.2  Say simple greetings, words, and phrases in a language other than their own. | 7.1.3  Comprehend previously learned simple vocabulary in a language other than their own. | 7.1.4  Communicate effectively with adults and/or classmates who speak other languages by using gestures, pointing, or facial expressions to augment oral language. |
| **Evidence** | | | |
| Student identifies that other languages are spoken in different places. | Student can use other languages to say hello, goodbye, or how are you. | Student can understand what another person says with common vocabulary. | Student can communicate with all peers and the teachers using a variety of methods. |
| **Assessment -** Students will be assessed on a regular basis using summative and/or formative assessments to help guide instruction. | | | |

**TECHNOLOGY**

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| **Content Area**: **Technology** | | | |
| **Standard 8.1: Navigate simple on screen menus.** | | | |
| **Clusters** | | | |
| 8.1.1  Use the mouse to negotiate a simple menu on the screen. | 8.1.2  Navigate the basic functions of a browser, including how to open or close windows and use the back space key. | | |
| **Evidence** | | | |
| Student manipulates the mouse to point to items on the screen. | Student can use a back space key. Student can open a window or click the X to close a window. | | |
| **Assessment -** Students will be assessed on a regular basis using summative and/or formative assessments to help guide instruction. | | | |

**TECHNOLOGY**

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| **Content Area**: **Technology** | | | |
| **Standard 8.2: Use electronic devices independently.** | | | |
| **Clusters** | | | |
| 8.2.1  Identify the power keys on a keyboard. | 8.2.4  Recognize where the number keys are. | 8.2.5  Operate frequently used, high quality, interactive games or activities in either screen or toy-based formats. | |
| **Evidence** | | | |
| Student identifies ENTER, spacebar, and delete keys on a keyboard. | Student can find the number keys on a keyboard or digital display. | Student can independently use games on digital formats. | |
| **Assessment -** Students will be assessed on a regular basis using summative and/or formative assessments to help guide instruction. | | | |

**TECHNOLOGY**

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| **Content Area**: **Technology** | | | |
| **Standard 8.3: Begin to use electronic devices to communicate.**  **Standard 8.4: Use common technology vocabulary.**  **Standard 8.5: Begin to use electronic devices to gain information.** | | | |
| **Clusters** | | | |
| 8.3.1  Use electronic devices to type name and to create stories with pictures and/or letters/words. | 8.4.1  Use basic technology terms in conversations. | 8.5.1  Use the internet to explore and investigate questions with a teacher’s support. | |
| **Evidence** | | | |
| Student can type their name on a digital device.  Student can create stories using pictures. | Student can speak about technology using appropriate terms. | Student can decide what information to look for and investigates with teacher support. | |
| **Assessment -** Students will be assessed on a regular basis using summative and/or formative assessments to help guide instruction. | | | |