

## Language Arts

Language is the foundation for communication and reading. The preschool years are prime years for acquiring and applying language skills to develop competence to function in a language-based community and meet the expectations of school. A good oral vocabulary, for example, helps children understand stories adults read to them, and stories they will later read to themselves. By listening and through language play, children learn many words and become aware of the units of sound used in our language (phonological awareness), and this knowledge will later support their actual reading.

**Goal: Students will demonstrate effective use of language to participate actively in learning opportunities in school as well as in the broader community.**

**Reading Objectives** – The student will demonstrate the following abilities:

- a. Show appreciation for books and reading (WSS II B 1) by:
  - Recognizing specific books by their covers
  - Asking adults to read or write the words in various print forms
  - Asking that books and poetry be read to him or her
  - Listening to stories reflecting different cultures
  - Echoing read-aloud story passages
  - Looking at books in an orderly fashion, turning pages one at a time, going from front to back
  - Self-selecting books for a variety of purposes (e.g., for literary experience, to gain information, to perform a task, for enjoyment).
- b. Show beginning understanding of concepts about print (WSS IIB 2) by:
  - Recognizing that printed materials convey meaning
  - Pointing to and “reading” the various forms of print on food boxes and cans, signs, books, labeled items, and other environmental print
  - Recognizing words of interest
  - “Reading” familiar texts to self
  - “Reading” memorized texts (e.g., poems, nursery rhymes, stories)
  - Tracking print from left to right and top to bottom
  - Identifying title, beginning, and end of a story
  - Differentiating letters, drawings and pictures, numerals, and words
  - Recognizing that spoken words can be written
  - Writing a series of scribbles separated by spaces
  - Pointing to a word in a story being read.
- c. Develop phonological awareness (WSS II A 3) by:
  - Distinguishing between environmental sounds that are alike and different (e.g., horns, beeps, bells, loud and soft sounds, sounds long and short in duration)
  - Identifying and repeating rhyming words
  - Distinguishing between rhyming and nonrhyming words
  - Producing a word that rhymes with a given word

- Listening to distinguish each word in a sentence
- Clapping or tapping the rhythm of a name or familiar word by using syllables
- Recognizing a regular beat and similarities of sounds in words in responding to rhythm and rhyme in poetry
- Repeating beginning sounds in words
- Isolating and matching initial sounds in words.
- d. Begins to develop knowledge about letters (WSS II C 3) by:
  - Reciting the alphabet by chanting or singing
  - Recognizing distinct features of letters in first name
  - Recognizing own first name
  - Recognizing upper and lower case letters in own first name
  - Naming some letters
  - Identifying known letters in varied contexts
  - Being aware that letters can be upper case or lower case
  - Writing some letters, when requested
  - Recognizing that letters have sounds.
- e. Comprehends and responds to stories read aloud (WSS II C 4) by:
  - Asking questions and making comments about the story
  - Relating prior knowledge and experience when discussing text
  - Predicting what will happen next in a story
  - Placing three to four picture in sequence
  - Restating information when discussing text
  - Using illustrations to tell the story
  - Retelling the main events of the story just read or told by the teacher
  - Identifying the common theme or topic in fictional books
  - Retelling and acting out a familiar story
  - Identifying characters and settings in books
  - Making up original or creative endings for stories
  - Restating the teacher's purpose for reading
  - Selecting a favorite illustration from the story and telling how it relates to the text
  - Making up titles for a short passage or book read aloud.

**Writing Objectives:** The student will demonstrate the following abilities:

- a. Represent ideas and stories through pictures, dictations, and play (WSS II D 1)by:
  - Sharing ideas for drawing and writing
  - Describing and discussing details in a drawing with an adult or peer
  - Evaluating and revising drawings by adding detail to convey additional meaning
  - Drawing pictures and writing random letters
  - Dictating words, labels, and stories, and asking the teacher to write them down
  - Dramatizing familiar stories, such as *Three Little Pigs* or *Brown Bear, Brown Bear*.
- b. Use letter-like shapes, symbols, and letters to convey meaning (WSS II D 2) by:
  - Making rows of squiggles and shapes on a paper and calling it writing
  - Labeling a drawing with several randomly placed letter-like shapes
  - Making lists or notes consisting of pictures, scribbles, and letter-like shapes in the dramatic play area and other classroom areas
  - Writing own names on their art work or other classroom projects
  - Copying letters and words seen around the classroom.

- c. Understand purposes for writing (WSS II D 3) by:
- Using drawings or letter-like shapes to tell about him/herself [personal narrative writing]
  - Dictating notes and messages to friends and family members [practical writing]
  - Dictating or drawing pictures to identify the important details in a reading selection [informational writing]
  - Telling a sequence of events with props or pictures [informational writing]
  - Expressing personal ideas that represent an opinion [persuasive writing]
  - Recognizing that there are resources that can be used when writing (e.g., asking an adult, using printed materials, and using a computer).

**Listening Objectives** – The student will demonstrate the ability to apply listening skills to:

- a. Gain meaning through listening (WSSII A 1) by:
- Demonstrating active listening behaviors such as orienting to speaker, making visual contact, and responding to cues
  - Repeating sounds, segments, rhythms, and patterns of language in stories, songs, and chants
  - Recognizing a speaker's general purpose
  - Carrying on a conversation with another person that extends a previously expressed thought or idea
  - Using simple memory techniques (e.g., visualizing the letter F within the shape of an US flag).
- b. Follow two- or three-step directions (WSS II A 2) by:
- Restating and following simple directions.

**Speaking Objectives** – The student will demonstrate the following abilities:

- a. Speak clearly enough to be understood without contextual clues (WSS II B 1) by:
- Repeating patterns of standard English language to communicate clearly, including using complete sentences and appropriate grammatical usage (e.g., personal pronouns, subject/verb agreement)
  - Using verbal and non-verbal cues in communication (e.g., facial expressions, proximity, gestures)
  - Using props in communicating ideas
  - Using common social conventions, such as “please” or “thank you,” (although often needing reminders).
- b. Use expanded vocabulary and language for a variety of purposes (WSS II B 2) by:
- Using words to communicate feelings, specific events
  - Using appropriate terminology when telling about activities, classroom centers, and objects or topics of interest in the classroom (e.g., color, size, texture, weight, and other characteristics)
  - Asking and responding to questions related to the current topic of discussion
  - Identifying unknown words in stories and conversations
  - Using prior knowledge to determine meaning of unknown words (teacher prompts child to think about what he or she already knows)
  - Using context and illustrations to find meanings of unknown words
  - Asking questions about unknown objects and words related to topics discussed
  - Relating ideas, events, and experiences sequentially.

**Technology Objectives** – The student will demonstrate abilities in technology by:

- Identifying the basic components of a computer system such as a monitor, keyboard, and mouse
- Operating a computer system, with assistance, emphasizing the manipulation of the mouse and correctly turning on a computer.

# Mathematics

**Goal: Students will explore mathematical concepts\*, and apply the concepts to solving a broad range of real-life problems.**

\*Acquisition of these mathematical concepts may not occur until the second half of the year for some students. Informally gathering information about students' understanding of these concepts from time to time throughout the year will inform instruction.

**Mathematical Processes (ongoing throughout the year)** Objectives – The student will demonstrate mathematical thinking to:

- a. Begin to use simple strategies to solve mathematical problems (WSS III A1) by:
  - Using number words during play to compare or solve problems (WSS)
  - Asking questions during everyday activities (e.g., “How many napkins do I need for my table?”) (WSS)
  - Using mathematical concepts to translate personal experiences into mathematical language (e.g., “Today, I am going to the park and tomorrow I am going to the store.” “Are there more people in your house or mine?”)(CS M 10.PK1)
  - Observing and listening to obtain mathematical information from a variety of sources (CS M 8.PK1)
  - Using mathematical language appropriately (more, less, first, last) (CS M8PK5)
  - Clarifying meaning by asking questions (CSM8PK4)
  - Manipulating objects to represent mathematical ideas (CDM8PK2)
  - Discussing problem situations using concrete objects (CS M8PK3)
  - Identifying the relationship between numerical and physical models (matching numerals with appropriate sets) (CSMPK2)
  - Displaying data using real or concrete graphs [Statistics] CSMPK4PK2)
  - Presenting results using concrete objects and oral language (CSM8PK8)
  - Gathering relevant data to answer a question [Statistics]CSM4PK1)
  - Using information to identify questions within a problem (CSM7PK1)
  - Using appropriate tools and technology to solve problems (CS M7PK7)
  - Applying what was learned to a different problem of the same kind. (CSM7PK14)

**Number (Relationships) and Operations (Computations )** Objectives – The student will demonstrate the ability to:

- a. Show beginning understanding of number and quantity (WSS III B 1) by:
  - Showing an interest in counting and numbers (CS 6PK1a)
  - Becoming aware of the purposes for number and counting
  - Asking adults about number and quantities
  - Attempting to estimate and count in everyday activities
  - Rote counting to 10 (at a minimum) (CS 6PK1b))
  - Rote counting backwards from 5 (CS6PK 1b)

- Counting five to ten objects at a minimum with one-to-one correspondence (CS6PK1c)
- Matching a set of objects with another set of the same quantity
- Comparing sets of objects using these terms: more, less, and the same (CS 6PK4)
- Estimate whether a group of objects is more or less than five (CS 6PK7)
- Conserving number (a set of three blocks is still three whether spaced closely or spaced far apart)
- Demonstrating a beginning understanding of constancy (e.g., three bears, three crayons, or a set of a crayon, pencil and eraser are all examples of three)
- Recognizing some numerals
- Represents whole numbers to 5 on a number line using concrete materials and symbols (CS 1PK4).

**(Algebra,) Patterns, and Functions Objectives** – The student will demonstrate the ability to:

- a. Sort objects into subgroups that vary by one or two attributes (WSS III C 1) by:
  - Sorting objects by one attribute (color, shape, size) then resorting by another attribute (CS)
  - Sorting objects according to use (e.g., writing instruments, eating utensils)
  - Describing a group of objects according to common attributes or functions (use) (CS/WSS ex.).
- b. Recognize simple patterns and duplicate them (WSS C 2) by:
  - Copying a sound pattern of two claps and a pause, then one clap and a pause
  - Stringing beads or using manipulatives in a repeating pattern according to color, shape, or size
  - Drawing colored dots on a paper in a repeating pattern (blue, green, blue, green)
  - Describe a pattern
  - Recognizing the pattern in a predictable book and saying the next line before turning the page.

**Geometry and Spatial Relations Objectives** – The student will demonstrate the ability to:

- a. Begin to recognize and describe the attributes of shapes (WSS D1/CS) by:
  - Recognizing and matching objects with the same size and shape (CS2PK5)
  - Identifying shapes including circle, square, triangle, and rectangle
  - Identifying and labeling shapes in the environment
  - Identifying sides and angles of two dimension shapes such as triangle, square, and rectangle (e.g., “This is the side of the rectangle. This is the angle of the triangle.”)
  - Explain criteria (size, sides, color) used for matching, identifying, and sorting objects, including shapes.
- b. Show understanding of and use several positional words (WSS D2) by:
 

Following directions using positional words including before, after, first, next, and last (CS 6PK1d)

  - Locating, describing, or placing an object or self by spatial position using the following terms: on, off, top, bottom, inside, outside, next to (beside), first, last.

**Measurement (ongoing throughout the year)** Objectives – The student will apply measurement concepts to:

- a. Order, compare, and describe objects according to a single attribute (WSSE1) by:
  - Describing objects by relative size, height, length, weight, and volume
  - Comparing objects using terms such as big, little, heavy, light, wide, narrow, empty, full, tall, short
  - Ordering objects by relative size, height, length, weight, and volume
  - Locating big, bigger, biggest; small, smaller, smallest; long, longer, longest
  - Using measurement words during the school day.
- b. Participate in measuring activities (WSS E2) by:
  - Using non-standard (everyday objects) and standard units for length and weight (CS3PK2c)
  - Using measuring tools to determine quantity, length, and height
  - Placing common routines in chronological order
  - Sequencing events in time using the following terms: first, next, last, before, now, and later
  - Describing activities in terms of morning/night, yesterday/today, tomorrow, morning, afternoon, and now/later.

## Personal and Social Development

Growth and development in personal and social skills allow for children to benefit fully from experiences as school. Children gain better understanding about themselves and demonstrate self-control. Other aspects of personal and social development needed for successful functioning in the school environment include children's approaches to learning, interactions with others, and social problem-solving. In an ongoing process of acquiring and mastering skills involving cognition, language, emotions, and perception, children learn how to negotiate within various settings, including the school setting.

**Goal: Students will demonstrate effective personal and social functioning in order to participate productively in all aspects of the school environment**

**Personal and Social Development Objectives** - The student will exhibit the following:

### *Self Concept*

- a. Demonstrates self –confidence (WSS IA1) by:
  - Eagerly exploring toys and materials (WSS)
  - Participating in most classroom activities (WSS)
  - Adapting to playground games and becoming part of the action (WSS).
- b. Shows some self-direction (WSS 1A2) by:
  - Choosing one activity out of several and becoming involved with it (WSS)
  - Finding materials with which to work (WSS)
  - Attempting new experiences independently (MMSR 1.1)
  - Finding and putting on one's own jacket before going outdoors (WSS).

### *Self Control*

- a. Follows simple classroom rules and routines (WSS 1 B 1) by:
  - Following simple rules and procedures with gentle reminders (WSS)
  - Developing and applying a rule
  - Washing hands before snack (WSS)
  - Clearing off place at the snack table and throwing away items with few reminders (WSS).
- b. Uses classroom materials carefully (WSS 1B 2) by:
  - Looking at books carefully and putting them back on the shelf when finished (WSS)
  - Putting blocks or toys away in designated places when the teacher announces clean-up time (WSS).
- c. Manages transitions (WSS 1 B 3) by:
  - Accepting change with little or no protest (WSS)
  - Helping the teacher give transition signals (WSS)
  - Showing flexibility and adaptability to new situations.
- d. Exhibits impulse control and self-regulation by:
  - Verbally expressing feeling and waiting for turns in simple games
  - Sitting quietly and listening to an adult led activity
  - Cooperating with adults and peers.



### *Approaches to Learning*

- a. Shows eagerness and curiosity as a learner (WSS 1C1) by:
  - Asking for additional information about what is encountered (WSS)
  - Showing interest in stories and events related by other children (WSS)
  - Taking risks and showing initiative.
- b. Attends to tasks and seeks help when encountering a problem (WSS1C2) by:
  - Paying attention to songs and stories during circle time for 10-20 minutes (WSS)
  - Raising hand to indicate that help is needed (WSS)
  - Persevering in activities independently (MMSR 1.2)
  - Using coping skills independently (MMSR 1.2).
- c. Approaches tasks with flexibility and inventiveness (WSS 1C3) by:
  - Identifying several ways to accomplish a task
  - Using prior knowledge to figure out what to do in present situations
  - Articulating and following a plan (e.g., “First I’m going to build the house. Then I’ll put trees all around it. Last, I’m going to make a sidewalk in front of the house.”).

### *Interactions with Others*

- a. Interacts easily with one or more children (WSS 1D1) by:
  - Taking turns, sharing, and communicating during play (WSS)
  - Working cooperatively with another child who is painting on the same side of the easel (WSS)
  - Initiating and maintaining relationships with peers (MMSR 2.1).
- b. Interacts easily with familiar adults (WSS 1D2) by:
  - Responding to an adult’s questions or comments (WSS)
  - Requesting the teacher’s attention appropriately (WSS)
  - Initiating and maintaining relationships with adults (MMSR 2.1).
- c. Participates in the group life of the class (WSS 1D3) by:
  - Participating and following simple rules in group activities such as circle and board games (WSS)
  - Participating cooperatively in group activities (MMSR 2.2)
  - Using coping skills in group activities (MMSR 2.3)
  - Persevering in group activities (MMSR 2.4)
  - Acknowledging individual and group accomplishments (MMSR 3.1)
  - Using appropriate voice volume
  - Accepting consequences of one’s positive and negative actions (MMSR 3.2).
- d. Shows empathy and caring for others (WSS 1D4) by:
  - Expressing appropriate feelings for characters in a story (WSS)
  - Showing acceptance and support of classmates with disabilities (WSS).

### *Social Problem-Solving*

- a. Seeks adult help when needed to resolve conflicts (WSS 1E1) by:
  - Asking an adult to help when another child wants the same toy (WSS)
  - Using words suggested by an adult to express emotions (WSS)
  - Applying conflict resolution and problem-solving strategies.

## Physical Development and Health Education

Physical development and health are essential to children's overall well-being. For young students to be prepared for basic independent functioning both at school and home, they need to continue developing gross and fine motor skills as well as acquiring healthy habits and safety practices.

**Goal: Students will develop knowledge of their bodies and acquire basic physical skills to keep themselves healthy and safe.**

### **Physical Development Objectives – The student will demonstrate gross motor development to:**

- a. Move with balance and control (WSS VII 4 1) by:
  - Maintaining balance on a beam that is close to the ground
  - Moving around the classroom on narrow paths between furniture without bumping into things (WSS)
  - Developing running skills such as quick stops, full circle turns, short 180 degree turns, speeding up and slowing down (WSS)
  - Hopping several times on each foot (WSS)
  - Walking upstairs and downstairs alternating feet without holding onto the rail or wall(WSS)
  - Climbing a slide ladder or using arms and feet together on the jungle gym.
- b. Coordinates movements to perform simple tasks (WSS VII A 2) by:
  - Hitting a stationary target with an overhand throw (WSS)
  - Catching a ball by moving their arms or bodies to adjust for the direction the ball is traveling
  - Negotiating play equipment
  - Starting and stopping movement as well as moving quickly and slowly during a game
  - Riding a tricycle on a path (WSS)
  - Kicking a large ball with a two-step start (WSS).

### **Physical Development Objectives – The student will demonstrate fine motor development to:**

- a. Use strength and control to perform simple tasks (WSS VII B 1) by:
  - Pushing cookie cutter into dough (WSS)
  - Using clothespins to hang paintings or pretend laundry (WSS)
  - Using a paper punch to make holes (WSS)
  - Using paste and glue
  - Using a glue stick (WSS)
- b. Use eye-hand coordination to perform tasks (WSS VII B 2) by:
  - Manipulating Playdough or clay
  - Constructing or copying buildings and roads with the table blocks (WSS)
  - Putting together large floor puzzles (WSS)

- Stringing beads or pasta with holes onto a length of yarn (WSS)
- Lacing a sewing card (WSS)
- Cutting on a line or around a large picture (WSS)
- c. Show beginning control of writing, drawing, and art tools (WSS VII B 3) by:
  - Drawing with crayons and markers (WSS)
  - Painting with a brush at the easel
  - Using chalk on the chalkboard (WSS)
  - Holding a pencil in a pincer grasp (WSS)
  - Drawing simple shapes
  - Pretending to write letters and numbers (WSS)
  - Drawing a picture and labeling it (WSS).

**Health Education Objectives** – The student will develop body awareness and an appreciation of the importance of physical well-being to:

- a. Perform some self-care tasks independently (WSS VII V 1)by:
  - Washing and drying hands with only occasional reminders (WSS)
  - Using the toilet independently (WSS)
  - Using eating utensils
  - Managing dressing tasks independently (putting on coat, pants, boots) (WSS)
  - Pouring juice or milk from a small pitcher without spilling (WSS)
  - Using tissues to wipe nose and throwing tissues in the wastebasket (WSS)
  - Using appropriate body terms to communicate about needs (e.g., “I need a band aid for my ankle.”)
- b. Follows basic health and safety rules (WSS VII C 2)by:
  - Washing hands after using the toilet or before snack and lunch (WSS)
  - Trying different foods that are introduced by the teacher as being nutritious (WSS)
  - Identifying and categorizing healthy foods
  - Discussing with classmates what “nutritious” means (WSS)
  - Discussing roles of dentist, doctor, and nurse in keeping people healthy (WSS)
  - Carrying scissors and pencils with point down (WSS)
  - Describing safe practices in the home, school, and on the bus and playground, and explaining what makes practices either safe or unsafe.

# Science

Helping students gain skills in employing language, and using instruments, methods, and materials of science is essential to fostering scientific thinking. The stated science objectives are to be accomplished through instruction grounded in scientific skills and processes.

**Goal: Students will demonstrate acquisition and integration of basic scientific thinking processes while learning concepts of earth/space, life, chemistry, and physics by applying skills of observation, exploration, and discovery.**

**Science Objectives** - Students will demonstrate inquiry in scientific thinking to:

a. Ask questions and use senses to observe and explore materials and natural phenomena (WSS IV A I)(CS 1PK1) by:

**Skills and Processes**

- Demonstrating curiosity about projects, discussions, and everyday activities (e.g., wondering where frost comes from that appears on windows) (CS1PK2)
- Identifying attributes and functions of objects (CS1PK 9)
- Matching, identifying, and copying patterns associated with the senses (CS1PK15)
- Making and identifying models of real objects (CS1PK22)
- Participating in scientific activities, projects, and discussions and inventing things (CS1PK 27)
- Asking relevant questions to seek ideas for new projects, activities, and discussions (CS 1.1PK2)
- [Placing common routines in chronological order (CS1.1PK1)]
- Explaining that people who investigate the world around us can answer scientific questions (CS1PK28)

**Earth/Space Science**

- Recognizing that the sun gives light (CS2PK 2)
- Recognizing mountains and oceans as earth surface features (CS2PK1)
- Identifying that the weather changes some from day to day (CS2PK4)
- Identifying the sun, moon, and stars (CS2 PK 5)

**Life Science**

- Observing a variety of plants and animals (CS3 PK 1)
- Identifying familiar animals and their offspring (CS3PK3)
- Identifying what people and familiar animals need to survive (CS3PK4)

**Chemistry**

- Observing solids as they become liquids (e.g., ice cubes or snow at room temperature)
- Using senses to identify the similar and different properties of objects (e.g., using smell to distinguish juice from water or hearing to identify contents of a jar) (4PK 1)

**Physics**

- Identifying the ways by which objects move (straight, round and round, back and forth, zig zag) (CS 5PK1)
- Identifying that the sun warms the land, air, and water (CS 5PK 2)
- Using objects to make sounds (e.g., drums, bells, their voices)(CS 5PK3)

- Identifying that light passes through some materials but not through others (CS5PK4)

b. Use simple tools and equipment for investigation (WSS IV A 2) by:

**Skills and Processes**

- Demonstrating safety when participating in an investigation or exploration (CS I PK5)
- Using numbers and units when counting or measuring objects and recording data (CS 1PK6)
- Identifying and using tools (assorted magnifying glasses, ruler, balance scale, cups, scoops, spoons, etc.) to observe and measure (CS1PK 23)
- Construct things with simple tools and a variety of materials (1PK24)
- Gathering data through the senses and reporting findings(CS 1PK7)

**Earth/Space Science**

- Describing the weather using observation and age-appropriate tools (2PK3)

c. Make comparisons among objects (WS IV A 3) by:

**Skills and Processes**

- Identifying similarities and differences of objects and materials (CS 1PK10)
- Matching, regrouping, and classifying objects according to attributes and functions (CS1PK11)
- Using observations, charts, or graphs (CS1PK8)

**Life Science**

- Identifying similarities and differences among plants and among animals (CD3PK2)
- Sorting objects by as living, non-living , or things that never lived

**Physics**

- Noting the difference in speed when an object is pushed over different surfaces (truck over tiles or rugs)
- Discussing the properties of objects that float in water and objects that sink

# Social Studies

It is important for young children to acquire knowledge about our social system as they prepare for adult society. Through participating in the school or classroom activities, they learn about expected behaviors. Students gain further knowledge by thinking about their peers and other people, and by considering the rules, routines, and processes with which they are engaged in the classroom, at home, and in the community. In a society that is increasingly culturally diverse, understanding the customs and practices of groups different from their own is important for young students as they participate in the classroom and community.

**Goal: Students will demonstrate understanding about political systems, history, geography, economics, and diverse populations (People of the Nations of the World) as they discuss their own families, classroom setting, and community.**

Social Studies Objectives – The student will demonstrate the ability to:

- a. Identify similarities and differences in personal and family characteristics (WSS V A I) by:
  - Identifying self as a member of group(s) sharing similar characteristics such as gender, hair color, height, etc.. (CS 7.1PK3)
  - Expressing knowledge about self as a member of family, school, neighborhood, and community (CS 7.2 PK .2)
  - Identifying that people and families change over time (CS 1.1PK4)
  - Identifying major family events such as celebrations and holidays (CS 1.1PK.5)
  - Enjoying different poems, songs, and stories about a variety of people (WSS ex)
  - Describing how one's family members express themselves through music, art, religion, and literature (CS 7.2PK1)
  - Identifying similarities and differences of people from other cultures (CS 7.1PK 1).
- b. Begin to understand family needs, roles, and relationships (WSS V B I)(CS6.8 PK1) by:
  - Role-playing a variety of family members in the dramatic play area
  - Bringing in props from family members' work and using them during dramatic play
  - Exploring differences in classmate's family structure.
- c. Describe some people's jobs and what is required to perform them (WSS V B 2) by:
  - Giving examples of people's jobs (CS 5.7PK2)
  - Experimenting with occupational tools and props such as a cash register, postal scale, stethoscope, fire fighter's hat, police officer's whistle
  - Identifying community members who provide services (CS 6.1PK2)
  - Discussing people and groups that contribute to others (CS 1.1PK10)
  - Identifying examples of services provided by the community (CS 5.6PK1)
  - Demonstrating buying and selling in informal settings (CS 5.3PK1)
  - Understanding that currency is used for buying and selling (CS 5.5PK1).

- d. Begin to be aware of technology and how it affects life (WSS V B 3) (CS 5.4PK 4) by:
  - Identifying technology tools such as a telephone, television, microwave oven, computer, plane, factory machinery, transportation vehicle, and communication device
  - Using technology tools such as a tape player to listen to a story, a computer to play a game, a telephone to call a friend
  - Comparing using technology and conventional ways to complete a task or activity (email/letter, computer games/board games, cell phones/rotary phones).
- e. Demonstrate awareness of rules (WSS V C 1) by:
  - Helping to make classroom rules
  - Following rules (CS 6.1PK2)
  - Stating rules
  - Demonstrating active and courteous listening skills (CS 6.8PK2)
  - Learning from mistakes (CS 1.1PK6)
  - Making classroom decisions by voting (CS6.7PK1).
- f. Show awareness of what it means to be a leader (WSS V C 2) by:
  - Showing some leadership qualities while pretending to be parents or caregivers, teachers, principals, or band directors
  - Identifying leaders in the school and in the community
  - Discussing people related to the American political system (CS 6.2PK4)
- Other: Identifying United States symbols such as the American flag (CS 6.2PK1).
- g. Describe the location of things in the environment (WSS V D 1) by:
  - Showing and telling where common items belong in the classroom and at home
  - Identifying community buildings including fire station, stores, restaurant, school, churches, and hospital
  - Identifying human activities associated with specific locations (CS 4.1 PK 4)
  - Identifying features of places (e.g., permanent versus things that can be moved, human-made versus natural)(CS 4.1 PK 3)
  - Identifying and discussing the purpose of basic geographic models such as maps and globes.
- h. Show awareness of the environment (WSS V D 2) by:
  - Noticing new displays or materials in the classroom
  - Putting things where they belong in the classroom
  - Identifying characteristics of the school and community environment (CS 4.3PK2)
  - Identifying transportation and communication tools in the local community (CS 4.3PK7)
  - Discussing environmental concerns of the community (e.g., trash in the pond)(CS 4.4 PK2)

## The Arts

Children's learning can be extended as they use imagination, creativity, and invention. They can engage in the arts through dance, dramatics, music, and fine arts. Children need opportunities to use the arts to express, represent, and integrate their experiences.

**Goal: Students will demonstrate appreciation for as well as express themselves through the arts.**

**Art Objectives** – Students will demonstrate the following abilities:

- a. Participates in group music experiences (WSS VIA1) by:
  - Participating in finger plays and musical games (WSS)
  - Listening to music tapes (WSS)
  - Knowing the words of oft-repeated songs (WSS)
  - Starting and stopping the playing of instruments when the music starts or stops
  - Clapping hands in time to a song or record.
- b. Participates in creative movement, dance, and drama (WSS VIA2) by:
  - Using scarves, ribbons, or other materials to create special movements and dances (WSS)
  - Dramatizing a story read aloud during circle time (WSS)
  - Dancing to a variety of different kinds of music (jazz, rock, ethnic, classical) (WSS).
- c. Using a variety of art materials for tactile experience and exploration (WSS VI A3).  
by:
  - Rolling play dough and cutting it with cookie cutters (WSS)
  - Using new implements such as Q-tips or straws to paint a picture (WSS)
  - Using chalk on the chalkboard or paper (WSS)
  - Using stamps or other objects to print with paint or ink (WSS).
- d. Responds to artistic creations or events (WSS VI B1) by:
  - Listening to music tapes, indicating appreciation through body language and facial expressions (WSS)
  - Imitating the voice of classmate used to play certain characters (e.g., Papa Bear in The Three Bears)
  - Watching classmates as they engage in creative movement activities (WSS).