

**Indiana District LCMS
Early Childhood
Curriculum**

August 2013

Early Childhood Curriculum Indiana District; Lutheran Church-Missouri Synod (LCMS)

“We want our schools to make sure their No. 1 purpose is to share the Gospel of Jesus Christ. Otherwise, we don’t need to exist.”- Dr. William Cochran, retired executive director of LCMS School Ministry.

In many cases, Lutheran Early Childhood Centers happen to be for parents and children the first opportunity to hear about Jesus Christ. Through this instruction at our centers and schools, the Holy Spirit strengthens the faith of children and families. For this purpose, the Early Childhood Cabinet has made it a priority to provide directors and teachers a curriculum built on the foundation of Jesus Christ. The goal of this curriculum is to provide the best possible Christian instruction to those entrusted to our care.

One of the critical pieces of the National Lutheran Schools Accreditation process and one of the Indiana Paths to Quality Rating System criteria for our early childhood programs is the development, adoption and implementation of a written curriculum. This guide, based on state standards and several other resources, is created to assist you and your early childhood staff, governing board, and congregation identify a more formal approach to curriculum development and implementation throughout your program.

This curriculum is based on several widely accepted early childhood principles listed as follows:

- Learning for young children is the result of interaction between a child’s thoughts and experiences with materials, ideas and people.
- Children are best prepared when the education focus is on the “whole child” and covers all learning domains: language/literacy, math, science, social/emotional, spiritual, social studies, creative arts, and physical development.
- The role of **play** is prominent. Teachers support child’s self-initiated play and introduce purposeful instructional activities that playfully engage children in learning.

High-quality early childhood classrooms include:

- A variety of learning opportunities (small groups, large groups and individual instruction)
- Developmentally appropriate materials
- A predictable, organized classroom environment
- A predictable, balanced schedule
- Attention to health and safety
- Engaging interactions with adults and peers
- Responsive, supportive, encouraging staff
- Involvement with families

Curricular outcomes are grouped in domains. However, early childhood educators understand and accept the premise that children do not learn in isolation, but through integration. Therefore, these domains are interrelated and should be considered components of the entire curriculum.

The following domains are included:

- Religion
- Language Arts
- Math
- Science
- Social Studies
- Social/Emotional Development
- Physical Health
- Creative Arts

Indiana District- LCMS
Early Childhood Cabinet

Recognition and thanks to the following individuals of the Indiana District- LCMS who have developed and formatted this early childhood curriculum:

- Dr. Jon Mielke
- Kathy Frank
- Chris Behmlander
- Tera Lewandowski

Curricular resources that have been utilized in the development of this curriculum include:

- High/Scope Curriculum
- Head Start Outcomes Framework
- Pacific Southwest District's Early Childhood Curriculum
- Indiana Foundations for Young Children
- Indiana's CORE Standards for Kindergarten
- Massachusetts' Early Childhood Curriculum
- Concordia University's Early Childhood Curriculum (Demonstration Preschool)
- Faith Lutheran Preschool, DeMotte, IN Curriculum
- St. John's Lutheran School, Elgin, IL Preschool Curriculum

Religion

Spiritual development is the cornerstone of our Lutheran Early Childhood Centers. Therefore, the spiritual domain is presented first in keeping with the mission and ministry of our Lutheran Early Childhood Centers and the Indiana District, which is to share the life changing Gospel of Jesus Christ with young children and their families.

Philosophy

The primary focus of the Lutheran Christian Faith is the belief that God sent His only Son, Jesus Christ, down from heaven to suffer and die on the cross and rise again from the dead to take away the sins of the world. Secondly, as Christians, we have been charged by our Savior with the power of the Holy Spirit to witness this Good News to the ends of the earth. To better accomplish this task, as members of His Church, we need to continue to grow in our relationship with God, our fellow Christians, and all whose lives are touched by His word. Finally, we believe that it is our responsibility to use our God-given talents to the best of our abilities and to be caring stewards of His creation.

R1 As a result of their schooling, ***students will grow in a relationship with God, His Word and His created world.***

- **R1.1** Believe in the Triune God-Father, Son and Holy Spirit ★
- **R1.2** Believe that God created them, knows and loves them
- **R1.3** Realize their need for a Savior
- **R1.4** Believe that God sent Jesus to be their Savior and that He died and rose again ★
- **R1.5** Know their sins are forgiven and that they have the promise of eternal life
- **R1.6** Believe that God brings them into His family through Baptism **and** the hearing of His Word
- **R1.7** Recognize the work of the Holy Spirit in the development of their faith
- **R1.8** Believe that God hears and answers prayer
- **R1.9** Pray with their class, and on their own (Lord's Prayer (4s), repeat prayers, circle prayer, popcorn prayers, etc.) ★
- **R1.10** Believe that God is always with them (omnipresent), all knowing (omniscient), and all powerful (omnipotent)
- **R1.11** Believe that God cares for them and provides for their needs (family, home, friends, food)
- **R1.12** Know that God protects them and helps them in times of trouble
- **R1.13** Know that God created the heavens and the earth
- **R1.14** Trust that God keeps His promises and has a plan for our lives
- **R1.15** Believe that the Bible is God's Word
- **R1.16** Know they grow in faith by studying God's Word by the power of the Holy Spirit

- **R1.17** Celebrate God's love by listening to His Word ★
- **R1.18** Celebrate God's love as they worship and praise Him
- **R1.19** Know they grow in faith by worshipping Him
- **R1.20** Practice good stewardship with time, talents, and treasures ★
- **R1.21** Care for God's creation
- **R1.22** Recognize that God gives them joy and peace

R2 As a result of their schooling, ***students will grow in a relationship with others.***

- **R2.1** Realize that people of all nations are in God's family and are blessed by Him
- **R2.2** Realize all people need a Savior
- **R2.3** Share the Good News with believers and non-believers ★
- **R2.4** Know that God helps them forgive one another
- **R2.5** Know they grow in faith when they worship with others
- **R2.6** Know they share God's love as they help and serve others
- **R2.7** Recognize they should pray for others ★

Suggested Learning Experiences

R1.1 Begin your religion time with a set call to worship addressing the Triune God so that students are familiar with the Father, Son and the Holy Spirit.

R1.4 Create sets of resurrection eggs for your students to tell the story of Jesus death and resurrection. Plastic Easter eggs can be programmed with small pictures or objects to help recall the events of Holy Week.

R1.9 String a large button or bead on a long piece of ribbon. The ribbon should be long enough to stretch around the inside of your prayer circle. Allow the students to move the bead from one to another as they participate in circle prayers.

R1.16 Show your students that worship time is a special time to listen by allowing your students to light and set small, battery operated tea light candles on your altar. When the candles are lit, it is a special time to listen to God's word.

R1.19 Organize a canned food drive, sponsor a missionary or collect offerings for a special cause. Encourage parents to have their children do special chores around their home to earn money that they will give as an offering.

R2.3 Organize opportunities for your students to sing in church or to visit a nursing home. Emphasize that when they sing about Jesus for others that they are sharing the Good News of Jesus.

R2.7 *Arrange for students to be prayer partners in their classroom. Share this information with parents so that students can also pray at home for their partners. Allow students to share prayer concerns during class time and pray as a class for these requests.*

Notes:

Language Arts

Philosophy

Language Arts as a skill is the foundation for a child's success both in school and in the real world. As a result, the instruction must focus around the appropriate needs of the individual. Since each child is a unique gift from God, the school strives to meet the individual needs of each child through the instruction of Language Arts.

Each child is taught skills in grammar, pre-composition, speech, listening, handwriting, and spelling. This instruction is continuous and building throughout the curriculum to prepare the child for his or her role in life.

Alphabet Knowledge

LA1 As a result of their schooling, **students will develop knowledge of the English Language through a variety of experiences exposing them to the alphabet.**

- **LA1.1** Recognize the letters in the alphabet, upper and lower case with a minimum goal of 50%
- **LA1.2** Identify the letters in the alphabet in and out of sequence ★
- **LA1.3** Recognize their name in print ★
- **LA1.4** Differentiate between letters and numbers
- **LA1.5** Match upper and lower case letters (minimum goal of 50%) ★
- **LA1.6** Recite the letters in the alphabet

Book Knowledge

LA2 As a result of their schooling, **students will see themselves as readers and writers and engage in a variety of literacy-related behaviors.**

- **LA2.1** Understand book conventions: front, back, top, bottom, left, right, turn one page at a time ★
- **LA2.2** Recognize basic book characteristics: cover, title, author, illustrator, photographer
- **LA2.3** Differentiate between text and pictures
- **LA2.4** Tell and retell stories ★
- **LA2.5** Track printed words as a story is read ★
- **LA2.6** Ask and answer questions, and make comments about printed materials
- **LA2.7** Show an interest in a variety of literature: fiction, non-fiction, poetry, fantasy, etc.
- **LA2.8** Comment on character and setting and attempt to predict what will happen next

Writing

LA3 As a result of their schooling, **students will develop concepts of print, comprehend, interpret, evaluate, and use written materials.**

- **LA3.1** Recognize writing is a way of communication and that print conveys a meaning ★
- **LA3.2** Recognize print in everyday life: letters, numbers, own name, environmental print ★
- **LA3.3** Use scribbles and pictures, letters, and shapes to generate and express ideas
- **LA3.4** Recognize and write one's own name (only capital letter at the beginning)
- **LA3.5** Recognize and utilize left to right and top to bottom progression
- **LA3.6** Read their own writing
- **LA3.7** Dictate something for an adult to write down
- **LA3.8** Use a correct grasp of a variety of writing tools
- **LA3.9** Understand that letters are grouped together to form words and that words are grouped together to form sentences
- **LA3.10** Understand that words are separated by spaces
- **LA3.11** Give writing to someone as a means of communicating

Phonemic Awareness

LA4 As a result of their schooling, **students will listen critically and analytically.**

- **LA4.1** Recognize that each letter in the alphabet has a sound
- **LA4.2** Identify initial sounds in words and names
- **LA4.3** Make letter sound matches
- **LA4.4** Recognize rhyming words and generate their own rhyming words (can be nonsense words) ★
- **LA4.5** Recognize separate sounds in words (syllables) ★

Listening and Speaking

LA5 As a result of their schooling, **students will use spoken language effectively in formal and informal situations to communicate ideas and information and to ask and answer questions.**

- **LA5.1** Listen for 5 or more minutes for 3s and 10 or more minutes for 4s
- **LA5.2** Follow 2-3 step directions for 3s and 3 or more for 4s
- **LA5.3** Answer questions and communicates ideas
- **LA5.4** Hold conversations with multiple exchanges with peers and adults
- **LA5.5** Express self through language (expresses preferences, needs, feelings; shares ideas, experiences, observations, etc.)
- **LA5.6** Speak in complete sentences
- **LA5.7** Understand and use pronouns correctly
- **LA5.8** Speak with clarity and makes sense with peers and other adults

- **LA5.9** Listen to others and take turns when speaking
 - **LA5.10** Use and understand an increasingly complex vocabulary
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Suggested Learning Experiences

LA1.1 Send home a “Mystery Letter” Bag. Place two letters in a bag to send with the Star of the Week. The child finds something that starts with one of the letters for their show and tell. The class gets three guesses what letter he/she might have. Discuss letter formation, identification, and sound of the letter.

LA1.3 Use attendance items for children to recognize name in print (pick theme of the classroom-apples, stars, monkeys).

LA1.5 Use a variety of seasonal and everyday materials to match upper and lower case (Easter Eggs-write letters on top and bottom/ Clear and white spoons) and have students match.

LA2.1 Use circle time to discuss how a book is to be held.

LA2.4 Use puppets, created materials, or storytelling bracelets to retell a story.

LA2.5 Use big books in circle time with pointers to show how print is tracked.

LA3.1 Create a writing center with a variety of materials (book making materials, writing tools, theme words).

LA3.1 Create journals for students to use. Use a variety of journal entries to encourage writing. Guide the students through the year to become independent writers

LA3.2 Create an environmental print wall or book. Invite families to send in words that match your letter you are working on and add it to the wall or book.

LA4.4 Create a “Rhyme-a-Saurus”, by giving children one half of a pair of rhyming words, teacher keeps the other half. Show them the picture you have and let them figure out who has the rhyming match. Let them come feed the “Rhyme-a-Saurus” and chomp away!

LA4.5 Call syllables “Alligator Chomps” and instruct the students to move their arms like an alligator chomping as they say the word. Use printed words to match to the number of correct alligators (number of syllables).

Notes:

Mathematics

Philosophy

The mathematics curriculum is designed to provide students with the number, problem solving and thinking skills that will benefit them throughout their lives. As a result, students will be challenged at their levels of comprehension to succeed to the best of their God given abilities.

Counting and Cardinality

M1 As a result of their schooling, **students will use whole numbers.**

- **M1.1** Recognize numerals 0-5 for 3's and 0-10 for 4's and is introduced to numerals 10-20 for 4s
- **M1.2** Rote counts orally to 30 ★
- **M1.3** Arrange numerals from 1-10 in order ★
- **M1.4** Count with one to one correspondence from 1-10
- **M1.5** Count on from a known number set
- **M1.6** Identify a number group by sight
- **M1.7** Count with understanding and recognize "how many" are in sets of objects ★
- **M1.8** Explore quantity and number
- **M1.9** Match numeral with a group of objects
- **M1.10** Print numbers 0-9 (4s) ★
- **M1.11** Understand concept of "0" or "none"
- **M1.12** Understand and use ordinal numbers
- **M1.13** Determine "one more than" and "one less than"

Operations and Algebraic Thinking

M2 As a result of their schooling, **students will identify, analyze, and solve problems using algebraic equations and find patterns and relationships.**

- **M2.1** Represent addition with objects, fingers, and sounds to identify the meaning of addition as putting together and adding to ★
- **M2.2** Represent subtraction with objects, fingers, and sounds to identify the meaning of subtraction as taking apart and taking from
- **M2.3** Recognize, duplicate, extend, and create patterns (AB, AAB, ABB, ABC, etc.) ★
- **M2.4** Reproduce patterns of sounds and movement
- **M2.5** Understand the concepts of more, less, greater than, fewer, equal, and same

Geometry

M3 As a result of their schooling, **students will recognize common geometric shapes and use directional words.**

- **M3.1** Recognize two dimensional shapes (circle, triangle, square, rectangle) -3s
- **M3.2** Recognize two dimensional shapes (circle, triangle, square, oval, hexagon)- 4s 
- **M3.3** Recognize three dimensional shapes (cube, cone, sphere)-4s
- **M3.4** Define sides and corners that make up a shape 
- **M3.5** Compare objects by size and shape
- **M3.6** Use directional words including in, out, on, off, here, there, etc.
- **M3.7** Use prepositional words including, above, below, next to, across from

Measurement and Data

M4 As a result of their schooling, **students will make and use measurements, including those of area and volume, and understand time. Students will also use data to express thoughts, and compare.**

- **M4.1** Recognize days of the week, dates and months on a calendar
 - **M4.2** Construct a sense of time through participation in daily activities 
 - Tell what comes before/after
 - Tell what activity comes first and what follows in sequence
 - **M4.3** Tell 3 events in chronological order
 - **M4.4** Compare objects using attributes of length, weight, and size (i.e. bigger, longer, taller, heavier)
 - **M4.5** Identify sizes (small, medium, large)
 - **M4.6** Order 3 objects by size
 - **M4.7** Experiment with weights and balance 
 - **M4.8** Experiment with volume at the water/sand table 
 - **M4.9** Estimate quantities, length, weight, etc.
 - **M4.10** Measure using standard (ruler, measuring tape) and non-standard units (Unifix cubes, paper clips, plastic counting bears)
 - **M4.11** Use correct measurement procedures
 - **M4.12** Use correct terms (i.e., length, weight, temperature, time, etc.)
 - **M4.13** Sort and classify objects (i.e. size, shape, color, etc.)
 - **M4.14** Collect, organize, and compare data using tally marks, pictures, charts, graphs, etc.
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Suggested Learning Experiences

M1.1 Counting calendar activities can be used for practice of rote counting to 30. Allow children to use different voices (count like a princess, cowboy, whisper etc.) to keep attention and add variety to the activity that needs to be practiced many times.

M1.3 Cut pool noodles into 6 inch sections. Write a number from 1 to 10 on each section. Mix the sections up and have children arrange to order numbers 1-10.

M1.7 Hide sets of small items (buttons, eraser figures, beads) inside of plastic Easter eggs. Students count items in egg and match to numbered cards.

M1.10 Use a variety of writing instruments to practice writing numerals. Draw with fingers in sand trays, shaving cream and finger painting. Write with crayons, markers and brushes before using pencils.

M2.1 Develop number sense by playing “Under the Rock” game. Give students a set of manipulatives (less than 10). Hide a portion of the set under a paper cup (the rock) and have students figure how many are hiding knowing the total number and the number outside of the rock.

M2.3 Small paper punches or die cuts can be used to create inexpensive patterning materials. Students can create their own paper strips of patterns using these shapes.

M3.2 Create shape scavenger hunts in your classroom. Create color coded shapes that you “hide” around your room. Each shape should be a different color. Children search for the shapes and identify the color and name of the shape either orally or by coloring their finds on paper.

M3.4 Allow students to create squares, triangles and rectangles using stick pretzels as the sides and marshmallows as the corners.

M4.2 Create a daily schedule for your class using pictures depicting the events of the day.

M4.7 Assemble a series of objects of equal number in baggies (100 feathers, 100 macaroni noodles, 100 cotton balls, 100 marbles.) Pose the question “Which Weighs More?” and allow students to weigh the bags making comparisons of the objects.

M4.8 Stock your discovery table with a variety of measurable materials, rice, beans, snow, birdseed, dirt, pasta etc. and allow children to experience measuring volume and capacity of different sized containers. Encourage estimating and predicting.

Notes:

Science

Philosophy

The science curriculum is based on Holy Scripture in that God created and preserves the universe and the laws of nature. Scientific theory is viewed in accordance with God's Word.

Students are challenged to utilize their God given skills and abilities to explore the world of nature and view the glory of God in all creation. Since God made all creatures, children are taught to treat God's creation in a loving and caring manner.

Physical/Earth Science

S1 As a result of their schooling, **students will have a working knowledge of their physical and environmental sciences and their application to life.**

- **S1.1** Interact with, manipulate, explore and describe a variety of materials (wood, metal, clay, cloth, etc.) ★
- **S1.2** Observe similarities and differences in types of shells and rocks ★
- **S1.3** Experiment with magnets ★
- **S1.4** Experiment with water and objects that sink or float ★
- **S1.5** Explore sunlight and shadows
- **S1.6** Explore what air is and does (uses parachutes, balloons, bubbles, kites, and discusses how air moves things) ★
- **S1.7** Experiment with states of matter (solids, liquids, and gases) ★
- **S1.8** Experiment with weights and balances
- **S1.9** Sort and classify objects by their common physical properties
- **S1.10** Identify and differentiate day/night and associate activities that take place during each
- **S1.11** Identify and differentiate the four seasons ★
- **S1.12** Identify and differentiate the types of weather ★
- **S1.13** Learn and discuss forces of nature (tornados, fire, floods, earthquakes, etc.)
- **S1.14** Explore simple machine through the use of play (ramps, pulleys, gears, levers, etc.) ★

Life Science

S2 As a result of their schooling, **students will have a working knowledge of their living/biological environment and how it applies to their life.**

- **S2.1** Recognize that God is the Creator and sustainer of all living and non-living things
- **S2.2** Identify and classify living and non-living things
- **S2.3** Observe and describe plants, insects, and animals as they go through predictable life cycles ★
- **S2.4** Describe and compare basic needs of living things (humans, plants, animals) ★

- **S2.5** Describe the stages of life (birth, growth, death)
- **S2.6** Recognize that they are created by God and their growth is different from plants and animals
- **S2.7** Experience God’s created world through nature walks, gardening, and other explorations ★
- **S2.8** Learn about recycling as a means for caring about God’s earth
- **S2.9** Associate the parts of the body with each sense ★

Scientific Thinking and Technology

S3 As a result of their schooling, **students will ask questions, comment about their observations and discoveries. They will also have a working knowledge of the social and environmental implications and limitations of technological society.**

- **S3.1** Express wonder and ask questions about their world ★
- **S3.2** Use senses to explore, observe and gather knowledge of materials and natural phenomena
- **S3.3** Collect, describe and record information ★
- **S3.4** Share information through dictation and drawings
- **S3.5** Make predictions on what will happen next (life cycles, patterns, experiments, etc.) ★
- **S3.6** Use past knowledge to build new knowledge
- **S3.7** Seek multiple solutions to questions, tasks, or problems
- **S3.8** Use scientific tools (thermometers, balance scales, magnifying glasses, prisms, magnets, measuring cups etc.) ★
- **S3.9** Demonstrate and follow safety procedures when performing an experiment
- **S3.10** Use common scientific vocabulary (weather related, physical properties, etc.) ★
- **S3.11** Become familiar with the use of devices incorporating ever-changing technology
- **S3.12** Begin to be aware of technology and how it affects their lives

Suggested Learning Experiences

S1.1 and S1.2 Fill sensory table with a variety of natural materials: rocks, shells, soil, twigs, hay, feathers, snow, ice, mud, pine cones, etc.

S.1.3 and S1.4 Predict what items will/will not adhere to a magnet. Predict what items will float/sink. Test predictions.

S1.6 Provide bubble solution and a variety of blowing tools.

S1.6 Give children containers of water and brushes. Ask them to “paint” the sidewalk or playground. Explain evaporation.

S.1.7 *Involve children in cooking, mixing things together, dissolving things in water.*

S1.11 *Adopt a deciduous tree. Make drawings of the tree in the fall, winter, spring, summer. Measure the circumference of the tree. Make bark rubbings. Compile drawings, etc. in individual books, “My Tree.”*

S1.12 *Walk in the rain, snow, wind, fog. Use all senses to describe the sensations.*

S1.14 *Provide an area for exploration and discovery (Discovery Center). Include levers, wheels, gears, pulleys, etc. in addition to scientific tools, natural materials, books on scientific topics, etc.*

S2.3 *Place pictures of life cycles in sequence (frog, butterfly, chicken, tree, human, other animals and plants).*

S2.4 *Observe and care for plants and small animals to learn that living things, grow, reproduce, and need food, air, and water.*

S2.7 *Take nature walks to observe, listen, and collect.*

S2.7 *Visit an orchard, farm, pond, forest, seashore, etc.*

S2.8 *Use senses of sight, hearing, touch, smell, taste. Use sensory vocabulary.*

- *Identify familiar materials in “smelling jars” – orange peel, chocolate, peppermint, etc.*
- *Use a “feely box” to identify objects or match objects.*
- *Match sounds from paired/sealed “listening jars” filled with paper clips, rice, gravel, etc.*
- *Have a vegetable/fruit “tasting party.” Graph favorites/least favorites.*

S3.1 *Read non-fiction books.*

S3.3 *Provide materials for children to record and describe their discoveries – clipboards, notebooks, pencils, cameras, drawing materials.*

S3.5 *Predict, “What will happen if . . . ” (play dough is left uncovered, soap is added to the water table, a carved pumpkin is left in the classroom for a month, a plant is placed in a closet, etc.)*

S3.8 *Use the following tools: eye droppers to mix colors/experiment with absorption; water wheels, funnels, sieves, tubes in the water table/sandbox; woodworking tools (hammer, nails, screws, saw); magnifying glasses, thermometers, and microscopes.*

S3.10 *Use language and terms associated with science: weight, balance, gravity, force, fulcrum, hypothesis, prediction, conclusion, exploration, science, investigation, lever, axis, pendulum, pulleys, etc.*

Notes:

Social Studies

Philosophy

The Social Studies curriculum is designed to emphasize the Christian relationship that students have with all mankind. Students recognize the hand of God not only in the creation of the world, but also in ordering the events of history to fit His plan of salvation. Through critical thinking skills and the norms of faith, children are taught to make decisions appropriate for a Christian citizen in a democratic society. The children recognize others and the world as gifts from God; gifts which need love, understanding, and care. With this understanding, children will be better equipped to relate and respond to our culturally diverse society and to our world.

Citizenship

SS1 As a result of their schooling, *students will understand that they are citizens of their school, community, and country, and what it means to be a responsible, active citizen.*

- **SS1.1** Begin to follow simple directions and rules
- **SS1.2** Talk about the importance and reason for rules ★
- **SS1.3** Tell the consequences of not following rules ★
- **SS1.4** Begin to identify and follow different rules in different places (chapel, playground, classroom)
- **SS1.5** Become independent in basic responsibilities related to daily needs (zipping coat, backpack, undressing, toileting) ★
- **SS1.6** Use interpersonal skills of sharing and taking turns in interactions with others ★
- **SS1.7** Participate in making classroom decisions
- **SS1.8** Develop an awareness of roles of leaders in their environment (home, school, church, community, country)
- **SS1.9** Take part in classroom discussions and respectfully listen to others ★
- **SS1.10** Exhibit honesty, cooperation, responsibility in classroom relationships and in problem solving situations with peers and adults ★

Diversity

SS2 As a result of their schooling, *students will understand similarities and differences between themselves and others through the means of cultural diversity.*

- **SS2.1** Understand that God has created people to have different characteristics, interests, and abilities
- **SS2.2** See similarities and differences as natural and positive (gender, culture, race, age, ability levels, etc.) ★
- **SS2.3** Discuss about how he or she is uniquely created and is the same and/or different from other children

Family

SS3 As a result of their schooling, ***students will understand the system of the family.***

- **SS3.1** Identify individuals who are important in students' lives (parents, grandparents, guardians)
- **SS3.2** Discuss family roles and recognizes that families vary ★
- **SS3.3** Begin to play the role of different family members through dramatic play
- **SS3.4** Draw pictures of their family
- **SS3.5** Share and discuss family events and celebrations

History

SS4 As a result of their schooling, ***students will better understand chronological thinking and historical knowledge.***

- **SS4.1** Begin to distinguish between past, present, and future
- **SS4.2** Compare people, objects, and events of today and long ago
- **SS4.3** Describe a sequence of events and puts pictures in sequential order
- **SS4.4** Identify celebrations and holidays as a way of remembering people and events from the past
- **SS4.5** Sequence recurring events (i.e. daily routine, yearly calendar, weekly calendar, etc.) ★
- **SS4.6** Begin to use terms relative to time sequence (i.e. first/second/third, yesterday/today/tomorrow, next week/last week, etc.) ★
- **SS4.7** Relate past experiences to new experiences

Geography

SS5 As a result of their schooling, ***students will begin to distinguish that places differ. They will also understand geography affects the way they live in order to adapt to their environment.***

- **SS5.1** Identify various natural features (rivers, mountains, plains) ★
- **SS5.2** Identify various landmarks familiar to child (stores, post office, natural landmarks) ★
- **SS5.3** Use vocabulary words when describing surfaces (hard/soft, rough/smooth, and water/land)
- **SS5.4** Engage in activities that build an understanding of words related to direction, location, and distance (here/there, over/under, up/down, etc.)
- **SS5.5** Represent physical features in play (rivers, bridges, roads, mountains, etc.)
- **SS5.6** Use simple maps to describe and locate things ★
- **SS5.7** Understand globes and maps are ways of representing earth
- **SS5.8** Recognize that streets have signs and numbers
- **SS5.9** Begin to give information about where he/she lives (i.e., street, telephone number, house descriptions, parents names)

- **SS5.10** Begin to identify and describe people who live in different places for different reasons (i.e. farms, cities, small towns, different locations around the world) ★
- **SS5.11** Discuss different modes of transportation and classify them as land, air, and water
- **SS5.12** Determine what type of clothing to wear based on the weather/location

Economy

SS6 As a result of their schooling, *students will be able to understand the effects of economics in their lives.*

- **SS6.1** Understand and become familiar with roles of community workers ★
- **SS6.2** Understand people work at community jobs to earn money for goods and services ★
- **SS6.3** Observe, discuss, and dramatize basic economic concepts such as buying and selling, producing, and consuming ★
- **SS6.4** Discuss roles and responsibilities of family or community members who promote the welfare and safety of children and adults

Suggested Learning Experiences

SS1.1 and SS1.2 Talk about why we need classroom and playground rules.

SS1.5 Use Rebus signs to help children remember the steps involved in hand washing, toileting, dressing, using a tissue, washing paint brushes, etc.

SS1.6 Play board games that require cooperation, following rules, and taking turns.

SS1.8 Use a “talking stick” during small group and large group discussions. The person holding the “talking stick” speaks as others listen.

SS1.9 Allow students to take responsibility for simple classroom tasks – watering plants, setting tables, cleaning paint brushes, sweeping, etc.

SS1.9 Involve children in problem-solving. (Example – “There’s a lot of water on the floor around the water table. This is dangerous. Someone might slip and fall. What can we do?”)

SS1.9 Read stories about helping, sharing, cooperation, responsibility, taking turns, compromise, etc.

SS2.2 Intentionally introduce and promote appreciation of diversity (different culture, ages, abilities, etc. Diversity can be reflected in posters, photos, books, displays, dolls, block people, cooking utensils, puzzles, toys, music, musical instruments, etc. Note: If you are serving a diverse population, invite families to send in something that reflects their home culture.

SS3.2 Read books about different types of families – three-generational families, single-parent families, blended families, foster families, etc.

SS4.5 Use a Daily Routine Board to help children describe and understand what comes, first, second, next, last, etc.

SS4.6 Create a “History Calendar.” A student (or teacher) draws and dates a picture of “highlight” for the day. Place these pictures directly on the calendar. Include field trips, visitors, birthdays, holidays, etc. Discuss events and talk about “yesterday,” “today,” “tomorrow,” “next week,” “last week,” etc.

SS5.1 Place pictures of bodies of water near the water table – ocean, river, lake, stream. Label pictures.

SS5.2 Take photos of familiar landmarks – hospital, bank, post office, fast food restaurant, park, etc. Tape photos to unit blocks and place in the block area.

SS5.2 Post pictures in the classroom of buildings in the neighborhood.

SS5.6 Assist children in making simple maps of the classroom, school, and/or neighborhood.

SS5.10 Read books about different cultures and different geographical locations – mountains, deserts, farms, cities, etc.

SS6.2 and SS6.3 Set up dramatic play areas with uniforms and accessories that promote awareness of community roles and economic concepts: hats, lunch boxes, boots, brief cases, play money, cash registers, credit cards, old checkbooks, telephones, order books, etc. Work with co-workers to create prop boxes – doctor’s office, store, restaurant, etc.

SS6.1 Visit a supermarket, bakery, pet store, restaurant, fire station, post office, airport, hospital, hair salon, bank, veterinarian, etc. (And/or invite police officers, fire fighters, dentists, doctors, etc. to visit the classroom. Note: Community colleges and vocational schools are often willing to send “students in training” to preschool classrooms.)

Notes:

Creative Arts

Philosophy

When God made man in His image, He gave man a great ability to reason and make creative choices. Children need to be given the opportunity to observe the splendor of God's creation through creative art.

Each child is a special gift from God with unique perceptions and experiences. The creative arts curriculum should afford each child with the opportunity to explore and develop his or her own expression.

Music

CA1 As a result of their schooling, *students will show enjoyment of music through facial expressions, vocalizations, and various movements.*

- **CA1.1** Sing along to familiar songs ★
- **CA1.2** Request certain songs/finger plays, etc. ★
- **CA1.3** Listen to a variety of musical styles ★
- **CA1.4** Participate in music activities (singing, listening, and performing)
- **CA1.5** Express appreciation and opinion about musical selections

CA2 As a result of their schooling, *students will produce vocal/instrumental music and rhythmic movements spontaneously and in imitation.*

- **CA2.1** Spontaneously explore sounds with voice and rhythm instruments ★
- **CA2.2** Begin to match pitch ★
- **CA2.3** Repeat and produce rhythmic patterns ★
- **CA2.4** Move independently/creatively to a variety of musical genres ★

CA3 As a result of their schooling, *students will begin to differentiate variations in tempo, dynamics, and types of sounds made by different classes of instruments.*

- **CA3.1** Recognize and identify musical elements (pitch- high/low; tempo- fast/slow; dynamics- loud/soft)
- **CA3.2** Compare and contrast musical selections
- **CA3.3** Experience a variety of musical instruments (wind, sting, percussion, etc.) ★
- **CA3.4** Use movement to express tempo and dynamics of music

Visual Arts

CA4 As a result of their schooling, *students will use symbols, elements such as shape, line, color, and texture and principles such as repetition in art experiences.*

- **CA4.1** Use different color, surfaces, textures, and shapes to create form and meaning
- **CA4.2** Name and identify colors
- **CA4.3** Mix colors to create new colors
- **CA4.4** Begin to define texture by sight and touch ★
- **CA4.5** Experience and produce 2 and 3 dimensional art ★

CA5 As a result of their schooling, *students will use different art media and materials in a variety of ways for creative expression, exploration, and sensory experience.*

- **CA5.1** Use different tools to make art creations (i.e., pencils, crayons, markers, paintbrushes, chalk, glue)
- **CA5.2** Properly care for art tools
- **CA5.3** Use different art materials (i.e., paper, paint, clay and other modeling materials, scraps, buttons, collage materials)
- **CA5.4** Use different techniques to create art (i.e., drawing, painting, molding, sculpting, building)
- **CA5.5** Hold and manipulate scissors correctly

CA6 As a result of their schooling, *students will express personal interests, ideas, and feelings through art.*

- **CA6.1** Discuss one's own art creation with others
- **CA6.2** Express opinions and preferences about art with simple explanation of why ★
- **CA6.3** Enjoy and respect the artwork of others ★
- **CA6.4** Create artistic works that reflect one's thoughts, feelings, and knowledge
- **CA6.5** Show individuality by actions such as drawing a pumpkin that differs in color and design from the traditional
- **CA6.6** Begin to develop vocabulary to talk about art (i.e., line, shape, color, texture)

Drama

CA7 As a result of their schooling, *students will express personal interest, ideas, and feelings through dramatic play.*

- **CA7.1** Express what they observe, think, imagine, and feel in dramatic play through storytelling, puppetry, and other language development activities ★
- **CA7.2** Role play different scenarios using costumes and props ★
- **CA7.3** Engage in cooperative pretend play with another child

- **CA7.4** Use one object to stand for another (block= telephone or pancake)
 - **CA7.5** Take on roles based on stories, interests, and experiences
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Suggested Learning Experiences

CA1.1 and CA1.2 Create a class song book. During large group time, invite children, one at a time, to select the songs they would like to sing. The song book can include simple pictures and the title of the song. Examples: Star for “Twinkle, Twinkle Little Star;” spider for “Itsy Bitsy Spider; picture of Jesus and a red heart for “Jesus Loves Me This I Know; etc.

CA1.3 Play a variety of musical selections during Free Play/Work Time and at other times during the day.

CA2.1 Explore the sounds made by many rhythm instruments (wood blocks, sand blocks, rhythm sticks, tambourines, bells, etc.

CA2.1 Create hand-made instruments (i.e., pie tin cymbals, tin can maracas, shakers made with plastic eggs, drums made from boxes, etc.

CA2.2 Use “echo chants” for transitions (and just for fun). The teacher calls on individual children using a variety of pitches, “Susan, line up.” (high, low, high, low) Susan echoes her response, “Yes, I will.” (high, low, high, low).

CA2.3 Use simple clapping patterns as a way to get students’ attention. Teacher claps a pattern; students respond by clapping the same pattern. (i.e., Long, long, short, short, short) Give children an opportunity to “lead” by creating their own clapping patterns.

CA2.4 Provide ribbons or streamers for children to use as they move to a variety of styles of instrumental music: classical, jazz, country, rhythm and blues, disco, swing, music from other cultures.

CA3.3 Attend performances in settings outside the classroom: plays, concerts, ballet, puppet shows, etc. Talk about and use appropriate audience behavior. And/or invite guests to come to the classroom to play an instrument, sing, dance, etc.

CA4.4 Create collages using materials of varying textures (i.e., Sand paper, fake fur, velvet, hard plastic, cotton balls, foil, etc.)

CA4.5 Provide wood, glue, Styrofoam, foil, clay, wire, cardboard tubes, etc. and “found items” such as rocks, shells, feathers, plastic containers, etc. for use in creating 2-and 3-dimensional pieces of art.

CA7.2 and CA7.3 Display children’s artwork at their eye-level. Allow children to select the artwork they would like displayed.

CA7.2 Have an Art Fair. And/or display children’s art work in various local businesses (good marketing strategy too).

CA7.3 *Display reproductions of famous artists in the Art Area.*

CA8.1 *Act out various objects, animals, or characters in various conditions (i.e., moving like a snake, spider, frog, turtle, cat elephant, bowl of jello, a very cold person, a leaf in the wind, a washing machine, a magical elf, etc.)*

CA8.2 *Role play characters from familiar songs, stories, and nursery rhymes. Provide props.*

CA8.2 *Encourage children to paint use large appliance boxes for vehicles, houses, caves, etc.*

Notes:

Physical Health

Philosophy

Physical Education/ Health is the development of the individual child not only physically, but also mentally, socially, emotionally, and spiritually. An individual's physical health is based upon varying aspects of a child's life. These aspects may reflect his/her emotional, mental, social, and spiritual life at any given point in time. Since these factors may in some instances be interdependent, it is necessary to allow each individual the opportunity for self-development at his/her optimum level.

Since physical education and health are reflected throughout life, it is necessary to teach both physical fitness and recreation. These skills will assist the child in maintaining a level of physical activity necessary for good health.

Finally, since the human body is the "temple of God," children need to be aware of and practice a lifestyle that is both pleasing to God and one that promotes good health.

Wellness- Safety, Nutrition, Body Awareness

PH1 As a result of their schooling, ***students will develop an awareness of and respect for a healthy lifestyle.***

- **PH1.1** Understand and engage in independent practices of self care, dietary, and hygiene habits (eating, dressing, washing hands, brushing teeth, toileting, using a tissue, etc.)
- **PH1.2** Follow basic safety rules to keep self and others safe ★
- **PH1.3** Practice emergency drills (fire, tornado, lock down, earthquake, etc.)
- **PH1.4** Discuss nutritious meals and snacks and the difference between junk food and healthy food ★
- **PH1.5** Identify body parts and their functions ★

Movement

PH2 As a result of their schooling, ***students will develop fundamental movements and basic body management competence.***

Large Motor

- **PH2.1** Perform locomotor and non-locomotor skills at a basic level (i.e., **locomotor**= marching, walking, running, hopping, kicking, crawling, jumping forward with feet together, sliding, climbing, pedaling, and walking in a line one behind the other; **non-locomotor**= bending, twisting, stretching, pushing) ★

- **PH2.2** Demonstrate growth in strength, flexibility, balance, endurance, and timing
- **PH2.3** Begin to manipulate objects by throwing, catching large balls with two hands, bouncing, striking, swinging, and pulling at a basic level ★
- **PH2.4** Demonstrate ability to alternate left and right sides of the body and cross the mid-line ★

Fine Motor

- **PH2.5** Show an increase of flexibility, strength, and coordination in fine motor skills (grasp, pinch, twist, turn, roll, pull, squish, pour, swipe, snip, pound, squeeze, and smooth) ★
- **PH2.6** Demonstrate increased dexterity and hand-eye coordination as he uses small muscles with a variety of tools (writing, drawing, using scissors, paper punches, staplers, tweezers, puzzles, etc.) ★
- **PH2.7** Use dominant hand and proper pencil grip (pincer grasp) ★

PH3 As a result of their schooling, *students will develop movement vocabulary and to use terminology accurately.*

- **PH3.1** Identify and use a variety of spatial relationship with objects (e.g., under, beside, and through as directed) ★
- **PH3.2** Follow rules for simple games and activities ★

Suggested Learning Experiences

PH1.2 Play “thumbs up/thumbs down.” Describe safe and unsafe conditions. If it’s “safe,” children put their thumb up. If it’s “unsafe,” children point their thumbs down. This game can also be used for “healthy/unhealthy” practices, “good snacks/junk food,” etc.

PH1.2 Listen to age-appropriate stories about the body, health, safety, foods (good nutrition), fire safety, tooth care, dental health, etc.

PH1.4 Help prepare a variety of healthy snacks/meals. Talk about ingredients and good nutrition. Suggestions: fruit salad, scrambled eggs, applesauce, vegetable soup, sandwiches, “ants on a log,” etc.

PH1.4 Create books, collages or displays with pictures of healthy/unhealthy foods.

PH1.5 Create life-size drawings of their own bodies and label various parts.

PH1.5 Play games that ask children to move various parts of their body (touch your nose, wiggle your arms, tap your foot, etc.).

PH2.1 (locomotor) Use various locomotive skills to move from one place to another(walking, running, galloping, jumping, hopping, crawling, sliding, rolling, marching, etc.)

PH2.3 *Throw and catch objects (catching is more difficult) such as beanbags, rings, balls of yarn, sponge balls of varying sizes. Aim at a target (basket, hoop, carton, etc.*

PH2.4 *Transfer objects between two containers placed on opposite sides of the body.*

PH2.5 *Manipulate paper punches, pinch clothespins, squeeze squirt bottles,, modeling materials. Use tweezers, eye-droppers, and tongs.*

PH2.6 *Play with stencils, lacing cards, pattern cards for pegs, beads, parquetry blocks, etc.*

PH2.6 *Go through a progressive series of cutting skills including unstructured snipping (ie. Snipping pieces of plastic straws or strips of paper), cutting within a “track,” cutting on a line, and stopping at a marked point.*

PH2.7 *Help develop the pincer grasp by placing small objects into a container one by one – miniature pom poms, beans, small marshmallows, Cheerios, etc.*

PH3.1 *Maneuver through an obstacle course (up the steps, down the slide, around the cube, through the tunnel, etc.).*

PH3.2 *Play group games: “Hokey Pokey,” “Looby Loo,” “Simon Says,” “Duck, Duck, Goose,” “Follow the Leader,” etc.*

Notes:

Social/Emotional

Philosophy

The social/emotional development is designed to foster children’s relationships with God, adults, and peers. God has created us to be social beings, made “in His image” to reflect His love when dealing with others. By providing environments that reflect children’s developing autonomy, interests and decisions we facilitate a sense of self, problem solving, self-regulation, and initiative.

Self-Awareness

SE1 As a result of their schooling, ***students will show growth in an understanding of themselves and the person that God has created them to be.***

- **SE1.1** Describe self by using several basic characteristics
- **SE1.2** Use drawings to show understanding of self (includes body parts and symmetry) ★
- **SE1.3** Express and regulate a range of emotions appropriately (excitement, fear, sadness, etc.) ★
- **SE1.4** Show confidence in a range of abilities
- **SE1.5** Identify personal preferences, thoughts and feelings
- **SE1.6** Manage transitions and begin to adapt to a change in routines and environments ★
- **SE1.7** Demonstrate an eagerness and curiosity to learn about and discuss a range of topics, ideas, and tasks
- **SE1.8** Demonstrate a positive self-identify ★
- **SE1.9** Follow simple rules, routines, and directions
- **SE1.10** Demonstrate age appropriate independence and attention span in a range of activities, tasks, and routines
- **SE1.11** Make plans and follow through on plans ★
- **SE1.12** Accept responsibility for and consequences of one’s own actions

Social Interactions

SE2 As a result of their schooling, ***students will show growth in an understanding of their relationships with others, including adults and peers.***

- **SE2.1** Develop relationships with peers and adults
- **SE2.2** Engage in cooperative play by sharing space, materials, conversation, and ideas
- **SE2.3** Use appropriate communication skills when expressing needs, wants and feelings
- **SE2.4** Express sympathy and empathy toward others
- **SE2.5** Talk about ways to solve or prevent problems ★
- **SE2.6** Resolve conflicts with peers alone or with adult intervention when appropriate
- **SE2.7** Share and take turns
- **SE2.8** Help, share, and cooperate in a group setting
- **SE2.9** Respect the rights of self and others

- **SE2.10** Show respect for those in roles of authority
 - **SE2.11** Communicate needs including telling an adult if he feels unsafe or threatened
 - **SE2.12** Initiate play and assume leadership roles
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Suggested Learning Experiences

SE1.2 *Once a month, have students draw a picture of them self and discuss with the students to think about their bodies as they draw.*

SE1.3 *During an “All About Me” theme, place a mirror in one of the centers. Place faces of different emotions they can express in the mirror. Place paper and pencil by the mirror so they can draw a picture of their faces.*

SE1.6 *Use a noise to signal clean up time (bell, whistle, song, etc.).*

SE1.6 *Display a schedule with pictures in the classroom so students can follow along with the flow of the day.*

SE1.8 *Use pictures of the child in different areas of the classroom. Make a “My friends” book with pictures of the class. Place the child’s picture on their cubby or personal space so they can identify where to hang their items.*

SE1.11 *Have a “Plan Do Review” time. Students either draw or discuss what they are going to play with or create that day. After their time is done, have them come back and evaluate their day.*

SE2.5 *Create a “Classroom Rules” book. Discuss together as a class when a problem arises what the answer to the problem could be. Place it in a book that is available for children to view through the day.*

Notes: