



| | Preschool: Puffins | Pre-K: Rockets | Kindergarten: Bears |
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| Writing | <p>Print Awareness and Alphabet Knowledge -understands that words can be written down and read -points to words using a left to right progression when reading picture books -recognizes or read several words -associated sounds and written words -identifies all letters of the alphabet</p> <p>Early Writing -labels drawings with letters -represents ideas, stories, and experiences through pictures to represent ideas, to writing recognizable letters -copies or writes familiar words and own name</p> | <p>Print Awareness and Alphabet Knowledge -points to words using a left to right progression when reading picture books -recognizes or read several words -identifies all letters of the alphabet and their sounds -can reproduce all letter of the alphabet</p> <p>Early Writing -can print own name -represents ideas, stories, and experiences through pictures to represent ideas, to writing recognizable letters -copies or writes familiar words -can recognize and write number words one to ten</p> | <p>Print Concepts -can demonstrate understanding of the organization of basic features of print -can construct simple sentences</p> <p>Opinion Pieces -use a combination of drawing, dictating, and writing to state an opinion about a book they have read</p> <p>Explanatory/ Informative Texts -use a combination of drawing, dictating, and writing to name what they are writing about and supply some information about the topic</p> <p>Narratives -use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order they occurred, and provide a reaction to what happened</p> |



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| Language & Literacy | <p>Listening and Understanding</p> <ul style="list-style-type: none"> -carries on a conversation to extend thoughts and ideas -tells short stories, and engages in finger plays, rhymes, and poems -retells main ideas of familiar stories, songs, or poems <p>Speaking and Communicating</p> <ul style="list-style-type: none"> -uses vocabulary to effectively express feelings and thoughts -initiates conversations and discussions with peers and adults <p>Phonological Awareness</p> <ul style="list-style-type: none"> -recognizes matching sounds and rhymes in familiar words -discriminates rhyming words in familiar games, songs, stories, and poems -sings or chants rhymes or rhyming songs -recognizes parts of words (claps for each syllable) -plays with sounds to make up new words (silly, willy, nilly) -associated sounds with written letters -isolates beginning and ending sounds in printed or spoken words <p>Book Knowledge and Comprehension</p> <ul style="list-style-type: none"> -demonstrates sustained listening during story time -pretends to read a story -gains information from stories read aloud -answers questions about the story, tell and retells stories from books and experiences -learns to sequence and predict a story -tells a story to others -recognizes various forms of writing and its purpose | <p>Listening and Understanding</p> <ul style="list-style-type: none"> -can retell and tell detailed stories -can listen to and follow directions accurately on auditory CDs -can clap or tap a pattern after hearing it -can recognize and identify common objects and learn the names of uncommon objects -can identify what is wrong or missing in a picture -can match like objects -can follow lines in reproducing shapes/designs -can arrange pictures in sequential order after hearing a story -can arrange pictures in sequential order after looking at three pictures <p>Speaking and Communicating</p> <ul style="list-style-type: none"> -speaks in a complete sentence when asked a question <p>Phonological Awareness</p> <ul style="list-style-type: none"> -can recite nursery rhymes and tell rhyming words in each -hears rhyming words in and out of context and can tell the difference between opposite and rhyming words and sounds -can tell what letter comes before/after a designated letter of the alphabet -has auditory recognition of the sounds in the beginning, ending, and medial position in pictures or objects -can begin reading phonetic/word family stories and simple sight word books | <p>Literature</p> <ul style="list-style-type: none"> -can engage in literary reading activities with purpose and understanding -can ask or answer questions about key details in a text -can retell familiar stories including key ideas -can identify characters, setting, and main events in a story -can ask and answer questions about unknown words in a text -can recognize common types of texts (story book and poems) -can name the author and illustrator of a story and define the role of each -can describe the relationship between illustrations and the story in which they appear -can compare and contrast the adventures and experiences of characters in a specific story <p>Speaking and Listening</p> <ul style="list-style-type: none"> -can participate effectively in a range of conversations and collaborations, building on others' ideas -can integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally -can evaluate a speaker's point of view, reasoning, and use of evidence -can present information, findings, and supporting evidence so that listeners can follow the line of reasoning |



Curriculum Goals
Lower School Language Arts

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| | | | <p>Phonological Awareness</p> <ul style="list-style-type: none">-can count, pronounce, blend, and segment syllables in spoken words-can isolate and pronounce the initial, medial vowel, and final sounds in simple words-can add or substitute individual sounds in simple one-syllable words to make new words-can associate the long and short sounds with common spellings for the five major vowels-can read common high-frequency words by sight <p>Grammar</p> <ul style="list-style-type: none">-can use frequently occurring nouns and verbs-can form regular plural nouns-correctly use question words-use most frequently occurring prepositions-produce and expand complete sentences <p>Conventions</p> <ul style="list-style-type: none">-capitalize the first word in a sentence and the pronoun I-name and end punctuation-can spell simple words phonetically |
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| Counting & Cardinality | <p>Knows number names and sequence -counts and writes to 30 by ones and tens -counts forward and backward beginning from any number -skip-count by 5s and 10s</p> <p>Count to tell the number of objects -count to answer "how many?" -understand that each successive number is one larger -uses wooden boxes with slits to count dots and pictures -can complete dot-to-dots independently: up to 10 -can count on an abacus and with various manipulatives</p> | <p>Knows number names and sequence -counts and writes to 100 by ones and tens -counts forward and backward beginning from any number -skip-count by 2s, 5s and 10s</p> <p>Count to tell the number of objects -understand that each successive number is one larger -count to answer "how many?" -tally marks: up to 100 -number lines: up to 100</p> | <p>Knows number names and sequence -counts and writes to 100+ by ones, fives, and tens -counts forward and backward beginning from any number -skip-count by 2s, 5s and 10s -writes number words to ten -writes Roman Numerals: I - X</p> <p>Count to tell the number of objects -uses a number line to count -uses a hundreds chart to count -identifies even and odd numbers on a number line -identifies groups of objects as a numeral without counting</p> <p>Compare numbers -identify greater than, less than, or equal to -compare two numbers between 0-100 -understands first, second, and third -Venn diagrams -put numbers in order</p> |



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| Operations & Algebraic Thinking | <p>Understand addition and subtraction</p> <ul style="list-style-type: none"> -add/subtract with pictures: within 5 -add/subtract with objects: within 5 -use objects, TouchMath, mental images, drawings, sounds/acting, expressions, and equations to represent addition and subtraction -decompose numbers less than or equal to 5 in more than one way ($5=2+3$ and $5=4+1$) -for any number from 1 to 5, find the number that makes 5 when added <p>Patterns</p> <ul style="list-style-type: none"> -similar patterns -ab, aabb, <p>Estimation / Probability</p> <ul style="list-style-type: none"> -determine fewer or more | <p>Understand addition and subtraction</p> <ul style="list-style-type: none"> -add/subtract with pictures: within 20 -add/subtract with numbers: within 20 -add/subtract sentences: within 20 -addition/subtraction word problems -use objects, TouchMath, mental images, drawings, sounds/acting, expressions, and equations to represent addition and subtraction -decompose numbers less than or equal to 10 in more than one way ($10=2+8$ and $10=9+1$) -for any number from 1 to 9, find the number that makes 10 when added <p>Patterns</p> <ul style="list-style-type: none"> -similar patterns -ab, aabb, abb, abc patterns <p>Estimation / Probability</p> <ul style="list-style-type: none"> -determine fewer or more -guessing jars | <p>Understand addition and subtraction</p> <ul style="list-style-type: none"> -add/subtract with pictures: within 30 -add/subtract with numbers: within 30 -add/subtract sentences: within 30 -addition/subtraction word problems -use objects, TouchMath, mental images, drawings, sounds/acting, expressions, and equations to represent addition and subtraction -decompose numbers less than or equal to 20 in more than one way ($20=2+18$ and $20=19+1$) -for any number from 1 to 19, find the number that makes 20 when added -adding/subtracting zero -adding/subtracting sentences within 18 using a number line -subtract one-digit numbers from two-digit numbers -subtract/add by tens -adding three numbers -adding one digit-number to two-digit numbers- with regrouping -add/subtract two digit numbers without carrying or borrowing <p>Patterns</p> <ul style="list-style-type: none"> -similar and growing patterns -complete missing parts of patterns -ab, aabb, abb, abc patterns <p>Estimation / Probability</p> <ul style="list-style-type: none"> -more, less, and equally likely -certain, probable, unlikely, and impossible -mode and range |



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| Numbers & Operations in Base Ten Fractions Vocabulary | Positions -inside and outside -top, middle, bottom -above and below | Work with numbers 0-50 to gain foundation for place value. -compose and decompose numbers form 0-50 into tens and ones Positions -inside and outside -left and right -beside, adjacent -top, middle, bottom -above and below Fractions -equal parts -identify halves -use unifix cubes, rods and units, and an abacus to illustrate tens and ones | Place value -place value models up to 100 -convert between tens and ones -write numbers as tens and ones Fractions -identify halves, thirds, fourths -equal parts -simple fractions: what fraction does the shape show? -simple fractions: which shape matches the fraction? -fraction models equivalent to whole numbers Vocabulary -sum and difference Positions -inside and outside -left, middle, right -beside, between, adjacent -top, middle, bottom -above and below -locations in a three-by-three grid -North, South, East, West |



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| Measurement & Data | <p>Describe and compare measurable attributes. -compare two objects -use manipulatives and objects (bears, pumpkins, apples) to measure and compare attributes</p> <p>Sorting, ordering & classifying -same -different -classify by color</p> <p>Time -days of the week -seasons of the year -months of the year -months of the year</p> | <p>Describe and compare measurable attributes. -describe attributes of objects (length, width, color, shape, size, etc.) -compare two objects with a measurable attribute in common, to see which object has more of/less -use manipulatives and objects (bears, pumpkins, apples) to measure and compare attributes</p> <p>Sorting, ordering & classifying -classify objects into categories -same and different -classify by color</p> <p>Time -days of the week -seasons of the year -months of the year -identify the months that correlate with the seasons -tell time in hours and half-hours -match clocks and times -read and write times -tell times of everyday events -match analog and digital clocks -seasons -A.M. and P.M.</p> <p>Money -coin names and values: penny through quarter -count pennies, nickels, and dimes</p> <p>Data & Graphs -picture graphs -bar graphs -use theme objects to create graphs</p> | <p>Describe and compare measurable attributes. -read a thermometer -compare object: length and width -measure using an inch ruler and measuring tape -use manipulatives and objects (bears, pumpkins, apples) to measure and compare attributes</p> <p>Sorting, ordering & classifying -classify objects into categories -same/different -classify by color -Venn diagrams -Put numbers up to 100 in order</p> <p>Time -tell time in hour, half-hours, and nearest five minutes -match clocks and times -read and write times -tell times of everyday events -match analog and digital clocks -seasons -A.M. and P.M. -choose appropriate time unites</p> <p>Money -names and values of all coins -count money with add-on counting -identify equivalent coins -compare two groups of coins -purchase: do you have enough? -least number of coins</p> <p>Data & Graphs -record data with tally charts, pictures, graphs, tables -interpret data in tally charts, pictures, graphs, tables -interpret bar graphs -which graph is correct?</p> |



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| Geometry | <p>Shapes</p> <ul style="list-style-type: none"> -Identify circles, squares, triangles, rectangles, ellipses, cubes, and pyramids | <p>Shapes</p> <ul style="list-style-type: none"> -Identify two-dimensional shapes including hexagons, trapezoids, parallelograms, and rhombi -Identify three-dimensional shapes: cubes, rectangular prism, sphere, pyramid, and ellipsoid -describe the position of shapes using prepositions <p>Sizes</p> <ul style="list-style-type: none"> -long and short -tall and short -light and heavy -holds more or less -compare height, weight, and capacity -wide and narrow | <p>Shapes</p> <ul style="list-style-type: none"> -Identify two-dimensional shapes -Identify three-dimensional figures -describe the position of shapes using prepositions -count the sides of shapes and vertices -demonstrates flip, turn, and slide <p>Analyze Shapes</p> <ul style="list-style-type: none"> -Compare shapes by describing their similarities and differences (number of sides, vertices, etc.) -Use pattern block and tangrams to compose simple shapes to form larger shapes -Counts the sides and corners (vertices) of shapes -Can determine if simple shapes and objects are symmetrical -compare edges, vertices, and faces -can reproduce complex shapes using smaller shapes (two trapezoids make a hexagon) |



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| Social and Emotional | <p>Self Concept</p> <ul style="list-style-type: none"> -is willing to try new things -willing to stay with a task for a meaningful amount of time -expresses confidence and pride in accomplishments -demonstrates independence in a range of activities, routines, and tasks -initiated play and work activities with others -expresses awareness of self in terms of specific characteristics and preferences <p>Self Control</p> <ul style="list-style-type: none"> -uses words to express feelings -manages feelings and is able to self calm -follows simple rules and participates in routines -successfully completes transitions -develops understanding of how his/her actions affect others -attempts to resolve conflicts by using a variety of strategies other than aggression <p>Cooperation</p> <ul style="list-style-type: none"> -interacts with others and actively participates by taking turns, sharing materials, and interacting positively -works in small and large group settings with adult support -enters a groups and plays cooperatively -accepts guidance and direction from adults in the environment -uses compromise and discussion while working, planning and playing <p>Social Relationships</p> <ul style="list-style-type: none"> -communicates with a range of familiar adults -initiates, engages, and sustains peer interactions -builds friendships with at least one other child -develops friendships with peers | | |



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| Science | <p>Mater & The Physical World -reacts to various sensations such as extreme temperatures or tastes -explores environment -enjoys messy activities with water and food -uses tools to reach items out of reach -uses tools to obtain results (dig, cut, etc)</p> <p>Force, Movement & Energy -repeats action to produce desired effect -repeats activity that produces an interesting result -plays with a variety of toys to produce effects -throws or drops objects to see the effects</p> <p>Investigations -uses senses for sensory exploration -uses adults to solve problems -solves simple problems through repeatedly trying different solutions -asks questions related to events in the environment</p> | <p>Matter & The Physical World -explores a variety of materials to learn about weight, size, texture, shape, color, and temperature -uses a variety of tools and objects to explore and discover the world and how things work in the world -makes observations and predictions, and tries things out to discover what will happen -experiments with the effects of personal actions on objects -identifies and discusses changes that occur in nature and manmade materials over time</p> <p>Force, Movement, & Energy -show curiosity and inquiry through play -explores objects and materials and their impact on one another -observes and explores different ways objects and materials move and change</p> <p>Investigations -shows curiosity through exploration of objects and materials -begins to ask scientific questions and use observations in making predictions and formulating theories about how things work -uses appropriate materials for problem-solving and exploration of the physical world -explores possible answers to simple science based questions through investigations</p> | <p>Living & Non Living Things -can identify non-living things -can identify living things -can describe what living things need -can identify and describe observations -can sort objects by what they are made of -can describe objects by their characteristics -can sort objects by their characteristics -can use sense to make observations</p> <p>Plants & Animals -can identify some ways animals are alike and different -can identify some ways plants are alike and different -can match young animals with their parents -can describe ways baby animals change as they grow -can tell how plants change as they grow -can identify some plants and animals that live on land -can identify some plants and animals that live in water</p> <p>Earth Science -can record the temperature of soil, air, and water in different areas -can identify objects seen in the sky during the day and night -can describe the position of objects seen in the sky</p> |



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| | <p>Data & Results</p> <ul style="list-style-type: none"> -sorts objects into categories -describes objects in the environment using simple properties -records events through story telling <p>Organisms</p> <ul style="list-style-type: none"> -inspects surroundings -explores features -responds differently to adults and children -matches sounds to animals -identifies many animals in pictures -identifies the difference between living and non-living organisms <p>Diversity, Interdependence & Earth</p> <ul style="list-style-type: none"> -role plays affections and care with dolls or stuffed animals -shows understanding of the needs of animals at home and in the environment -attempts to comfort other in distress -understand the impact of actions | <p>Data & Results</p> <ul style="list-style-type: none"> -collects, describes, and records information through a variety of means: including discussion, drawing, graphing, tallying, photographing, and writing -shows ability to predict and explain results of a simple investigation -describe patterns and relationships, and discusses things that are alike/different -shows ability to measure time, length, distance, and weight <p>Organisms</p> <ul style="list-style-type: none"> -notices similarities, difference, and categories of plants and animals -describes similar characteristics of living things -has an understanding of family -shows growing understanding of and respect for living things in the environment <p>Diversity, Interdependence & Earth</p> <ul style="list-style-type: none"> -recognizes and respects that living things have unique needs such as food and water -demonstrates understanding that living things grow and change over time -recognizes differences in non-living earth materials -develops awareness and beginning understanding of changes in the weather and seasons -observes the characteristics and movement of the sun, moon, stars, and clouds | <p>Physical Science</p> <ul style="list-style-type: none"> -can describe where an object is located using position words -can identify how a push or pull makes objects move -can compare objects that move on their own and objects that cannot move -can compare objects by how fast they move -can use materials and simple tools to build structures -can create a structure to solve a problem -can describe the parts of a whole object -can use parts to build a structure -can take apart a structure to show each part |
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| Social Science | <p>History -recognizes cues -participates in rituals and routines -repeats actions or activities that produce a desired results</p> <p>Geography, Environment, & Surrounding -responds to signals -uses adults to help solve problems -responds to simple rules</p> <p>Economics and Economic Concepts -exchanges toys with other children</p> <p>Civics & Government -participates in social games and shows affections to family -recognizes possessions of self and family -tries to help by anticipating what is needed</p> | <p>History -recognizes the beginning and end of an event -recalls information about immediate past -explores and is curious about changes over time -demonstrates ability to put events in correct sequence -experiments with general terms related to properties of time -makes predictions about what might happen</p> <p>Geography, Environment, & Surrounding -describes characteristics of the physical environment -identifies different environments by the people or signs that are part of that environment -shows interest in using real tools for locating places</p> <p>Economics and Economic Concepts -uses objects to buy, barter, or trade. Uses play money to buy objects -understands and recognizes the use of money as an exchange for goods and services</p> | <p>History -recognizes the beginning and end of an event -recalls information about immediate past -explores and is curious about changes over time -demonstrates ability to put events in correct sequence -makes predictions about what might happen -can tell what is the same and what is different between to things -can use a Venn diagram to compare and contrast two things -can use temporal words to tell how things change over time -can tell why things happen</p> <p>Geography, Environment, & Surrounding -describes characteristics of the physical environment -identifies different environments by the people or signs that are part of that environment -shows interest in using real tools for locating places -knows parent names and phone numbers</p> <p>Economics and Economic Concepts -uses objects to buy, barter, or trade. Uses play money to buy objects -understands and recognizes the use of money as an exchange for goods and services</p> |



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| | | <p>Civics & Government</p> <ul style="list-style-type: none"> -understands different places have different rules -understand basic rules and understands consequences for actions -demonstrates independence, follows routines with little supervision -identifies and recognizes gender of persons within their family, classroom, and in books -describes self and compares similarities with others -recognizes and identifies differences in personal characteristics and family make-up -demonstrates growing awareness that people of the world differ in language, dress, food, and where they live -describe different people have different responsibilities and jobs in the community -identifies self as a member of a group outside of the family <p>Family Roles & Relationships</p> <ul style="list-style-type: none"> -Understands concepts of voting and making choices -demonstrates ability to create rules in play -uses knowledge of immediate surroundings to make sense of his/her family's connections to the community and world | <p>Civics & Government</p> <ul style="list-style-type: none"> -understands different places have different rules -understand basic rules and understands consequences for actions -demonstrates independence, follows routines with little supervision -identifies and recognizes gender of persons within their family, classroom, and in books -describes self and compares similarities with others -recognizes and identifies differences in personal characteristics and family make-up -demonstrates growing awareness that people of the world differ in language, dress, food, and where they live -describe different people have different responsibilities and jobs in the community -identifies self as a member of a group outside of the family <p>Family Roles & Relationships</p> <ul style="list-style-type: none"> -Understands concepts of voting and making choices -demonstrates ability to create rules in play -uses knowledge of immediate surroundings to make sense of his/her family's connections to the community and world |
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| The Arts | <p>Music</p> <ul style="list-style-type: none"> -participates in singing and dancing -experiments with a variety of musical instruments that are age and size appropriate -knows words of familiar songs, sings or hums them -makes up songs during play -reacts to musical experience through self-expression <p>Visual Arts</p> <ul style="list-style-type: none"> -uses materials in a variety of ways in creating expression -makes drawings, paintings, models and other artistic expressions that are creative or realistic representations of people, animals, or things in the environment -observes and makes comparisons about artistic products produced but others <p>Movement</p> <ul style="list-style-type: none"> -responds to musical tempo with a variety of movements -performs simple pattern dances or movements in time to different beats and rhythms in music | <p>Music</p> <ul style="list-style-type: none"> -participates in singing and dancing -experiments with a variety of musical instruments that are age and size appropriate -explores tempo and dynamics using musical instruments and props -knows words of familiar songs, sings or hums them -makes up songs during play -reacts to musical experience through self-expression <p>Visual Arts</p> <ul style="list-style-type: none"> -uses materials in a variety of ways in creating expression -makes drawings, paintings, models and other artistic expressions that are creative or realistic representations of people, animals, or things in the environment -observes and makes comparisons about artistic products produced but others <p>Movement</p> <ul style="list-style-type: none"> -responds to musical tempo with a variety of movements -performs simple pattern dances or movements in time to different beats and rhythms in music -expresses through movement and dancing | <p>Music</p> <ul style="list-style-type: none"> - participates in singing alone and with others - learns appropriate techniques for playing a variety of age appropriate instruments - explores tempo and dynamics and demonstrates appropriate vocabulary. - improvises melodies while singing and playing various instruments. - reacts to musical experiences and uses music to express feelings. - creates and reads rhythmic patterns using written notation. - understands the relationship of music history and its relevance to music today. - understands the relationship of music in various culture and can speak about differences in musical styles. <p>Movement</p> <ul style="list-style-type: none"> - responds to musical tempo with a variety of movements and verbalized choices. - performs simple pattern dances or movements in time to different beats and rhythms in music - recalls and performs multi step dances. - uses dance and movement when acting out a role. - understands the relationship of music through various cultures and performs traditional dance steps from multiple cultures. - uses props to demonstrate movement and dance through external objects |



Curriculum Goals
Lower School Enrichment Studies

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| | <p>-expresses through movement and dancing</p> <p>Dramatic Play</p> <ul style="list-style-type: none">-talks to and plays with pretend friends, stuffed animals, puppets, and other toys-engages in a variety of role play activities-represents real and/or familiar experiences through dramatic play-acts out parts of a story or movie-uses words, actions, and materials to portray a role or assume a character-plans a theme or plot and interacts with other characters | | |
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| Physical Education & Health | <p>Fine Motor</p> <ul style="list-style-type: none"> -can use all fingers correctly when doing finger plays -colors carefully within the lines -changes colors for different objects -can do a running stitch with lacing cards -develops strength, dexterity, and control needed to master use of crayons, brushes, scissors, and paper punch -develops in eye-hand coordination <p>Gross Motor</p> <ul style="list-style-type: none"> -engages in complete movements such as climbing and walking up and down stairs -demonstrates control and balance by: marching, hopping, running, jumping, pulling toys, pushing, etc. -demonstrates coordinated movements such as throwing balls -uses indoor and outdoor equipment -hops on one foot without touching second foot to the ground for 20 feet -slides sideways, gallops, skips, and crosses the midline -walks across a beam -can do a forward and backward roll -can balance on one foot <p>Health Practices</p> <ul style="list-style-type: none"> -follows school rules -recognizes common signs for poison, danger, or warning -demonstrates growing independence in hygiene and personal care such as hand washing -demonstrates healthy eating behaviors | | <p>Health</p> <ul style="list-style-type: none"> -can identify changes to the body after exercise -can identify benefits of being physically active -can recognize that food provides energy for physical activity <p>Fine Motor</p> <ul style="list-style-type: none"> -colors carefully within the lines -develops strength, dexterity, and control needed to master use of crayons, brushes, scissors, and paper punch -develops in eye-hand coordination <p>Gross Motor</p> <ul style="list-style-type: none"> -engages in complete movements such as climbing and walking up and down stairs -demonstrates control and balance by: marching, hopping, running, jumping, pulling toys, pushing, etc. -demonstrates coordinated movements such as throwing balls -uses indoor and outdoor equipment -hops on one foot without touching second foot to the ground for 20 feet -slides sideways, gallops, skips, and crosses the midline -walks across a beam -can do a forward and backward roll -can balance on one foot <p>Health Practices</p> <ul style="list-style-type: none"> -follows school rules -recognizes common signs for poison, danger, or warning -demonstrates growing independence in -demonstrates healthy eating behaviors |



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