

Catholic Diocese of Superior

Early Childhood Curricular Guidelines

Ages 3-5



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INTRODUCTION

The Diocese of Superior, Early Childhood Curricular Guide is written for 3-year-old, 4-year-old and 5-year-old programs in the schools. This guide follows the Wisconsin Model Early Learning Standards of 2013, but we do not limit them to the common core standards. Within the state of Wisconsin schools and day care centers, there are many titles that refer to the age group programs of this document.

The Lexicon of Learning (ASCD) defines Early Childhood Education as: The education of young children. Many educators think of early childhood education as including children ages 3 through 7. Recent research information about the brain development of infants is causing many specialists to think of this period of rapid learning as beginning at birth.

For the purposes of this document, the Diocese of Superior uses these definitions in correlation with the state of Wisconsin and national terms:

Early Childhood –

Diocese of Superior: education programs for children ages 3-5, consisting of grade 3K, 4K and Kindergarten. (Each school may choose their own title for each age level program)

Wisconsin: early learning programs from birth to first grade. Pre-kindergarten (PK) is defined as Pre-kindergarten level programs such as early childhood special education, Title I pre-school, district operated at-risk programs, and Head Start.

National: Preprimary are elementary education programs for children who are too young for first grade, includes center-based programs and kindergarten. Kindergarten includes transitional kindergarten, kindergarten and pre-first grade students.

3-year-old Kindergarten –

Diocese of Superior (3K or Pre-school): education program for children who are age 3 by September 1.

Wisconsin (3K or K3): education program for children who are age 3 by September 1.

4-year-old Kindergarten –

Diocese of Superior (4K or Pre-K): education program for children who are age 4 by September 1.

Wisconsin (4K or K4): education program for children who are age 4 by September 1.

5-year-old Kindergarten –

Diocese of Superior (5K or K): education program for children who are age 5 by September 1.

Wisconsin (KG): education program for children who are age 5 by September 1.

PHILOSOPHY

Within the Diocese of Superior Catholic Schools, Early Childhood programs are an integral component. We provide a Christ-centered education within the framework of a Catholic identity. Throughout the early childhood curriculum, we are mindful of honoring a relationship with God and the importance scriptural teachings. Children are encouraged to grow in their love for God by service to others. Social growth and character building are taught in the context of honoring God's teachings. Daily time for prayer and reflection are a valued part of the curriculum.

Children develop socially, emotionally, physically, and spiritually through purposeful play and age-appropriate activities. Students' growth is fostered through meaningful interactions with caring professionals. Special care is given to ensure kindergarten readiness in the areas of pre-math, early literacy and school routines.

RATIONALE

These Early Childhood Guidelines have been developed to ensure that there is a consistency within the Diocese of Superior Catholic Schools for spiritual, social, emotional and cognitive growth of pre-kindergarten and kindergarten children. ***This Curricular Guide respects the entity of the individual schools within the diocese. Rather than a mandate of what is to be learned and when, the Diocese of Superior Early Childhood Curricular Guide provides the overall content of what is recommended to be learned. Local schools are invited to use this curricular guide to create a school specific curriculum that is more comprehensive and sensitive to the needs of their students.***

READING THIS DOCUMENT

This document is formatted to match all other subject area curricular guides for grade K-8. The numbering system following each objective shows which curricular area it is taken from. The numbering system along the left side is IF the teacher wishes to use the early childhood code, otherwise the PK-8 code can be used.

Key to Diocesan Curricular Standards:

R = Religion standards

PE = Physical Education standards

Sc = Science standards

A = Art standards

H = Health standards

Mu = Music standards

SS = Social Studies standards

EC = Early Childhood

LA = Language Arts standards

T = Technology standards

Ma = Math standards

HISTORY

Since 1898, the State of Wisconsin Legislature has permitted schools to establish 4 and 5-year-old programs. The very first Kindergarten program in the state was begun in 1856 in a private setting in Watertown. The very first public program was begun in 1873 in Manitowoc. It wasn't until 1973 that the state required public schools to provide 5K programs. By 1984, the state legislature reinstated financial support to public schools for 4K programs. By 1996, there was a spattering of public school 4K programs in the state and by 2006 the majority of public schools had established some type of 4K program.

In the Diocese of Superior, the very first 5K program began in 1952 in the City of Superior Catholic Schools. Not until 1974 and 1976, respectfully, St. Bridget, River Falls and St. Francis Solanus, Reserve began 5K. By 1997 the last of the Catholic Schools in the Diocese adopted the 5K program. Kindergarten Curriculum was first created, beginning in the 1990s along with all elementary and middle school curriculums.

In 1983, St. Anthony de Padua, Park Falls began the first 4K program in the Diocese. Following in 1986, Our Lady of the Lake, Ashland and Cathedral School, Superior began their 4K programs. Some of the programs to date even include 3-year-old children. In 2006, Cathedral School, Superior adopted the Superior Community Preschool program which has provided financial and community benefits for the school. In 2007, St. Mary's, New Richmond adopted their community preschool program.

As of the 2025-2026 school year, Early Childhood students make up 22% of the Catholic school enrollment.

Diocese of Superior Early Childhood School Historical Beginnings							
	5K	4K	3K		5K	4K	3K
Our Lady of the Lake, Ashland	1985	1986	2008	Nativity of Our Lord, Rhinelander	1981	1996	2006
St. Patrick, Hudson	1982	1993	2012	St. Joseph, Rice Lake	1980	1993	2006
Our Lady of Sorrows, Ladysmith	1987	1987-92, 2012		St. Bridget, River Falls	1974	1993	2006
Holy Rosary, Medford	1989	1995	2006	St. Anne, Somerset	1989	2000	
St. Francis Xavier, Merrill	1997	1997	2009	St. Francis de Sales, Spooner	1993	1998	2008
St. Mary, New Richmond	1985	1994-95, 2003	2006	Cathedral School, Superior	1952	1986	2006
St. Francis Solanus, Reserve	1976	1991		St. Mary, Tomahawk	1982	1991	2006

A. FAITH FORMATION

*Let the little children come to me, and do not stop them;
for it is to such as these that the kingdom of heaven belongs. – Matthew 19:14*

A.1: Children will discover the Church through learning the concepts of the Creed. (Catholic Pillar: Creed)

	3-Year-Olds	4-Year-Olds	5-Year-Olds	Catechesis of the Good Shepherd (CGS) Alignment
A.1.1	Recite the Trinity in praying the Sign of the Cross	Recite the Trinity in praying the Sign of the Cross	Recite the Trinity in praying the Sign of the Cross	Lvl 1 Sign of the Cross, Epiclesis, Baptism I-III, Pentecost
A.1.2			Identify the Trinity as God the Father, God the Son and God the Holy Spirit	
A.1.3	Recall that all God made is good	Recall that all God made is good	Name God's creations and know that it was good	Lvl 1 Mustard Seed
A.1.4	Recall that God loves us	Recall that God loves us and made us each unique [PE D.1, PE C.3, SS B.A]	Recall that God loves us and made us each unique [PE D.1, PE C.3, SS B.A]	Lvl 1 Good Shepherd, Psalm 23, Infancy Narratives, Cenacle, Empty Tomb, Kingdom Parables
A.1.5			Identify ways we can show God we love Him	
A.1.6			Describe him/herself as a child of God	Lvl 1 Mustard Seed
A.1.7			Recognize everyone is made in the image and likeness of God and has similarities and differences [SS B.C]	
A.1.8			Classify and sort God's creation [Sci LS.B.12.1]	Lvl 1 Kingdom Parables
A.1.9			Express wonder and awe at the gifts of God's creation	
A.1.10	Hear the story of Creation and reproduce it by coloring or other project	Recall the story of Creation and reproduce it by coloring or other project	Retell the story of Creation and reproduce it through play, art or drama	
A.1.11			Identify and participate in actions that demonstrate signs of God's love (e.g. respecting others, showing kindness, being truthful, caring for others and creation, controlling own behaviors, praying)	Lvl 1 Kingdom Parables, Grace and Courtesy Lvl 2 Maxims, Good Samaritan, Summary of the Law
A.1.12			Understand that God wants us to treat each other fairly because he made each person and cares that they are treated with dignity and respect [SS P.A.]	
A.1.13			Describe rules that help students treat each other fairly because God made all people and wants them treated with dignity. [SS P.A.]	
A.1.14			Recite the Bible verse: <i>Love one another, as I have loved you</i> (John 15:12)	
A.1.15			Describe animals as signs of God's love	Lvl 1 Kingdom Parables
A.1.16			Celebrate the Feast of St. Francis	Lvl 1 Care of the Environment
A.1.17	Participate in a service learning project for the good of the community [SS P.B.]	Participate in a service learning project for the good of the community [SS P.B.]	Participate in a service to clean the earth such as picking up litter or recycling (Laudato Si) [Sci LS.B.12.1, SS P.B.]	
A.1.18			Celebrate Earth Day	

	3-Year-Olds	4-Year-Olds	5-Year-Olds	Catechesis of the Good Shepherd (CGS) Alignment
A.1.19	Name their parents	Identify God as giving us parents/guardians	Identify God as giving us parents/guardians to help us grow in faith	Lvl 1 Grace and Courtesy, Infancy Narratives
A.1.20			Determine patterns in behavior of parents and offspring that help offspring survive [Sci LS.C.4.1]	
A.1.21	Name their grandparents [SS H.C.]	Describe their grandparents [SS H.C.]	Describe a person or event from the past that reflects your own life in some way. [SS H.C.]	
A.1.22			Recite the 4 th Commandment: Honor your father and your mother	
A.1.23	Identify that Jesus was born on Christmas	Identify Jesus as God's Son who was born on Christmas	Explain that Jesus is the Son of God who was born on Christmas	Lvl 1 Sign of the Cross, Epiclesis, Baptism I-III, Pentecost
A.1.24			Recall that God called Mary to be Jesus' mother	Lvl 1 Infancy Narratives, Cenacle, Empty Tomb
A.1.25			Recall that Mary is our mother as well	
A.1.26	Name Mary as Jesus' Mother	Identify Mary as the Mother of Jesus	Identify Mary as the Mother of Jesus	Lvl 1 Infancy Narratives
A.1.27			Celebrate the Immaculate Conception on December 8	
A.1.28	Identify Joseph as Jesus' father on earth	Identify Joseph as Jesus' foster father	Identify the Holy Family as Jesus, Mary and Joseph	
A.1.29			Recognize that saints are special people who followed God's golden rule	
A.1.30			Discuss how all of God's children are called to be saints	
A.1.31	Identify St. Patrick, St. Nicholas, St. Valentine and St. Mary	Identify the Parish Patron Saint, St. Patrick, St. Nicholas, St. Valentine, St. Mary, and St. Francis of Assisi	Describe the Parish Patron Saint, St. John the Baptist, St. Joseph, Mary, St. Francis of Assisi, St. Peter, St. Kateri Tekakwitha, and St. Teresa of Calcutta	

A.2: Children will discover God's Word in the Bible. (Catholic Pillar: Scripture)

	3-Year-Olds	4-Year-Olds	5-Year-Olds	Catechesis of the Good Shepherd (CGS) Alignment
A.2.1	Listen to and discuss any of these stories: Noah's Ark (Gen. 7-8) Creation (Gen. 1:1-31) The Good Samaritan (Lk. 10:30-37) Adam and Eve (Gen. 2-3) Joseph and Coat of Many Colors (Gen. 37) Moses (Exodus 2-3, 20) The Prodigal Son (Lk 15:11-32) Joshua – Walls Come Falling Down (Josh. 6) Daniel and the Lions (Dan. 6:16-28) The Last Supper (Lk. 22:1-38)			Lvl 2 All Scripture Presentations
		Jonah and the Whale (Jonah 1-3) David and Goliath (1 Sam. 17) Annunciation (Lk. 1:26-38) Birth of Christ (Lk. 2:1-18) Presentation of Jesus (Lk 2:22-33) Jesus and His Friends (Mk. 1:14-20) Jesus Blesses the Children (Lk. 18:15-17) Jesus the Good Shepherd (Jn. 10:1-6, 14) Passion (Lk. 23:1-56) Easter/Resurrection (Lk. 24:1-12)		
A.2.2	Introduce the Bible	Identify the Bible as the Church's holy book and treat it with respect	Identify the Bible as the Church's holy book and treat it with respect	Lvl 1 Intro to the Bible Lvl 2 Books of the Bible, Bible Study, Prayer Table
A.2.3			Identify the stories in the Bible as God's Word to us	
A.2.4		Recognize that we hear stories from the Bible at church, at school and at home	Recognize that we hear stories from the Bible at church, at school and at home	

A.3: Children will discover that God loves each one of them through His Son, Jesus Christ. (Catholic Pillar: Life in Christ)

	3-Year-Olds	4-Year-Olds	5-Year-Olds	Catechesis of the Good Shepherd (CGS) Alignment
A.3.1		Identify that we become friends of Jesus through our Baptism	Identify that we become friends of Jesus through our Baptism	Lvl 1 Good Shepherd, Baptism I-III Lvl 2 Good Shepherd, Eucharistic Presence, Baptism Compilation
A.3.2		Recognize the Church as the family of God	Recognize the Church as the family of God	
A.3.3		Identify special people in the Church family: priest, deacon, lectors, altar servers	Identify special people in the Church family: bishop, priest, deacon, ministers of communion, lectors, altar servers [SS P.C.]	
A.3.4	Practice various activities such as blessing self with holy water, singing religious songs, praying with a group, visit the church	Practice various activities such as blessing self with holy water, genuflecting, reciting and singing Mass parts, attending Mass, praying with a group	Practice various activities such as blessing self with holy water, genuflecting, reciting and singing Mass parts, attending Mass, praying with a group, praying a decade of the rosary, praying the stations of the cross	All CGS Activities
A.3.5	Recognize and color religious pictures	Recognize, create and color religious pictures	Recognize, create and color religious pictures	
A.3.6	Sing Christian songs	Sing Christian songs, act out finger plays and other religious skits	Sing Christian songs, learn Mass responses, act out finger plays and other religious skits	
A.3.7	Free play Bible stories	Free play Bible stories and Sacraments	Free play Bible stories and Sacraments	

A.4: Children will develop a sense of spirituality and experience prayer and liturgy. (Catholic Pillar: Liturgy and Prayer)

	3-Year-Olds	4-Year-Olds	5-Year-Olds	Catechesis of the Good Shepherd (CGS) Alignment
A.4.1	Participate in class prayer times	Participate in class prayer times and attend all school prayer services and Mass	Participate in class prayer times and attend all school prayer services and Mass	Lvl 1 Prayer Table, Celebrations Lvl 2 Prayer Table, Celebrations
A.4.2	Identify places in the school and church where proper behavior and respect need to be shown	Practice showing respect and reverence while in the church or other designated prayer areas	Practice showing respect and reverence while in the church or other designated prayer areas	
A.4.3		Identify tabernacle, altar, baptismal font, stations of the cross, stained glass windows, and sanctuary	Describe the tabernacle, altar, baptismal font, stations of the cross, stained glass windows, and sanctuary	
A.4.4	Experience prayer as a conversation with God and as group recitation	Experience prayer as a conversation with God, as group recitation and as individual prayer	Experience prayer as a conversation with God, as group recitation and as individual prayer	Lvl 1 Prayer Table, Celebrations, Personal Gestures, Silence Activity Lvl 2 Prayer Table, Celebrations, Prayer Journals, Bible Study, First Communion Meditations, Silence Activity
A.4.5	Pray different kinds of prayer through teacher modeling: adoration, petition and thanksgiving	Pray different kinds of prayer through teacher modeling: adoration, petition and thanksgiving	Pray different kinds of prayer through teacher modeling: adoration, petition and thanksgiving	
A.4.6			Make a prayer book	
A.4.7	Recite the Sign of the Cross, Meal Prayer as a group	Recite the Sign of the Cross, The Our Father, Angel of God, Meal Prayer as a group	Recite the Sign of the Cross, The Our Father, Angel of God, Hail Mary, Meal Prayer, Glory Be as a group and individually	Lvl 1 Prayer Table, Celebrations, Liturgical Calendar Lvl 2 Prayer Table, Celebrations, Liturgical Calendar
A.4.8	Pray in his/her own words	Pray in his/her own words	Pray in his/her own words	
A.4.9			Pray spontaneously	
A.4.10			Know that Jesus taught us the Our Father	
A.4.11			Know that the Hail Mary is a prayer asking Mary to help us pray	
A.4.12	Identify Advent, Christmas, Lent and Easter	Identify Advent as a time of waiting for Jesus to come	Identify Advent as a time of waiting for Jesus to come	

	3-Year-Olds	4-Year-Olds	5-Year-Olds	Catechesis of the Good Shepherd (CGS) Alignment
A.4.13		Identify the Advent wreath as a symbol of the four weeks before Christmas	Identify the Advent wreath as a symbol of the four weeks before Christmas	
A.4.14	Recognize that Jesus was born on Christmas	Retell the Christmas story	Retell the Christmas story	
A.4.15		Identify the Magi	Identify the Magi	
A.4.16		Describe Lent as a time to grow in love for God and others	Describe Lent as a time to grow in love for God and others	
A.4.17			Explain what happened on Palm Sunday	
A.4.18			Identify Holy Thursday, Good Friday and Holy Saturday as three special days	
A.4.19		Identify symbols of new life in preparation for Easter	Identify symbols of new life in preparation for Easter	
A.4.20		Identify symbols of new life in preparation for Easter	Identify that Easter is a time for new life	
A.4.21	Recognize that Jesus rose from the dead on Easter Sunday	Recognize that Jesus rose from the dead on Easter Sunday	Recognize Jesus rose from the dead on Easter Sunday	
A.4.22		Identify Church celebrations and feasts during the liturgical year such as Oct. 12 – Feast St. Francis of Assisi, Dec. 6 – Feast of St. Nicholas, Feb. 14 – Feast of St. Valentine and March 17 – Feast of St. Patrick	Identify Church celebrations and feasts during the liturgical year such as Oct. 12 – Feast St. Francis of Assisi, Dec. 6 – Feast of St. Nicholas, Feb. 14 – Feast of St. Valentine and March 17 – Feast of St. Patrick	

A.5: Children will learn and experience the sacraments. (*Catholic Pillar: Sacraments*)

	3-Year-Olds	4-Year-Olds	5-Year-Olds	Catechesis of the Good Shepherd (CGS) Alignment
A.5.1		Recognize the symbol of the sacrament of Baptism is water	Recognize the symbol of the sacrament of Baptism is water	Lvl 1 Baptism I-III, Altar I, Gestures Lvl 2 Baptism Compilation, Gestured (expanded), Synthesis of the Mass, Reconciliation Cards, Origin of the Eucharist, First Communion Meditations, Pentecost Lvl 3 (Extra) Holy Bible and the Sacraments
A.5.2		Identify that at his/her Baptism he/she became a member of the Church	Recall that at his/her Baptism he/she became a member of the Church	
A.5.3			Identify the Sacrament of Reconciliation as the sacrament of peace	
A.5.4			Identify that love is the foundation for the Sacrament of the Eucharist	
A.5.5		Participate in Mass	Participate in Mass	
A.5.6			Lector at Mass and prayer services [ELA S.2.11]	

B. HEALTH AND PHYSICAL DEVELOPMENT

Children smile on the average of 400 times per day; Adults: 15 times per day. Ever wonder why? --Unknown

B.1: Children will recognize and care for their physical well-being.

	3-Year-Old Outcome	4-Year-Old Outcome	5-Year-Old Outcome
B.1.1	Rests for periods throughout the day	Rests for periods throughout the day	Recognizes physical need for rest/sleep
B.1.2	Undresses/dresses self with assistance	Undresses/dresses self with minimal assistance	Dresses self with minimal assistance
B.1.3	Takes responsibility for toileting	Takes responsibility for toileting	Takes full responsibility for toileting
B.1.4	Feeds self with proficiency	Feeds self with proficiency	Uses appropriate manners during mealtime
B.1.5		Identify healthful behaviors that impact personal health [Heath A.4K2.1, PE B.1]	Identify healthful behaviors that impact personal health [Heath A.4K2.1]
B.1.6		Describe why it is important to participate in healthy behaviors [Heath A.4K2.5]	Identify active play opportunities in and out of school [PE B.1]
B.1.7			Describe why it is important to participate in healthy behaviors [Health A.4K2.5]
B.1.8	Identify and practice behaviors that avoid or reduce health risks which may include but are not limited to: looking both ways before crossing the street, wearing a seat belt, wearing a bike helmet, removing oneself from threatening situations [Health G.4K2.3]	Identify and practice behaviors that avoid or reduce health risks which may include but are not limited to: looking both ways before crossing the street, wearing a seat belt, wearing a bike helmet, removing oneself from threatening situations [Health G.4K2.3]	Identify and practice behaviors that avoid or reduce health risks which may include but are not limited to: looking both ways before crossing the street, wearing a seat belt, wearing a bike helmet, removing oneself from threatening situations [Health G.4K2.3]
B.1.9		Recognize appropriate safety practices with and without physical education equipment [PE C.1]	Identify how to safely participate with peers and safely use equipment while following teacher directives. [PE C.1]
B.1.10		Identify ways to prevent common childhood accidents, illnesses and injuries [Health A.4K2, Heath A.4K2.4]	Identify ways to prevent common childhood accidents, illnesses and injuries [Health A.4K2, Heath A.4K2.4]
B.1.11	Practice refusal skills that avoid or reduce health risks [Health D.4K2.3]	Practice refusal skills that avoid or reduce health risks [Health D.4K2.3]	Identify refusal skills that avoid or reduce health risks [Health D.4K2.3]
B.1.12	Begins to take responsibility for personal hygiene and needs (Health 4K2.1)	Begins to take responsibility for personal hygiene and needs (Health 4K2.1)	Identify and practice health-enhancing practices and behaviors which may include but are not limited to proper hygiene, healthy eating and physical activity [Health G.4K2.2]
B.1.13	Engage in moderate to vigorous physical activity on an intermittent basis [PE B.21]	Engage in moderate to vigorous physical activity on an intermittent basis [PE B.21]	Demonstrate knowledge of physical activity and fitness (listed above) related to increasing heart rate, engaging different muscles, and performing various stretches during activity [PE B.21]
B.1.14	Participate in a variety of non-structured and minimally organized physical activities outside of physical education, such as at recess time [PE B.14]	Participate in a variety of non-structured and minimally organized physical activities outside of physical education, such as at recess time [PE B.14]	Participate in a variety of non-structured and minimally organized physical activities outside of physical education, such as at recess time [PE B.14]
B.1.15			Recognize multiple dimensions of health (e.g. physical, social, spiritual, environmental, mental and emotional) in everyday life [Heath A.4K2.2]
B.1.16			Recognize that food provides energy for physical activity [PE B.18]
B.1.17	Engage in a series of physical activities without tiring easily [PE B.3]	Engage in a series of physical activities without tiring easily [PE B.3]	Recognize and model the visible and physical signs that are related to vigorous movement. (e.g., sweating, heavy breathing, heart beating faster) [PE B.3]
B.1.18	Participate in a variety of activities and games that increase breathing and heart rate [PE B.4]	Participate in a variety of activities and games that increase breathing and heart rate [PE B.4]	Participate in a variety of activities and games that increase breathing and heart rate [PE B.4]
B.1.19			Recognize the body has bones and muscles [PE B.6]
B.1.20			Identify the body part involved when stretching [PE B.8]

B.2: Children will develop their gross motor skills.

	3-Year-Old Outcome	4-Year-Old Outcome	5-Year-Old Outcome
B.2.1		Walks up and down stairs with alternating steps	Walks up and down stairs with alternating steps
B.2.2	Walks, runs, climbs, jumps, skips and hops, gallops, slides, lands, jogs, leaps with control [PE A.1]	Walks, runs, climbs, jumps, skips and hops, gallops, slides, lands, jogs, leaps with control [PE A.1]	Perform locomotor skills (e.g. hop, gallop, run, slide, skip, walk, climb, jump, land, jog, leap) while maintaining balance [PE A.1]
B.2.3		Travel fast and slow using different pathways, changing directions in response to a signal or obstacle [PE A.2, A.43]	Travel fast and slow using different pathways, changing directions in response to a signal or obstacle [PE A.2, A.43]
B.2.4			Perform jumping and landing actions with balance [PE A.3]
B.2.5		Repeat a dance pattern without cues [PE A.4]	Perform locomotor skills in response to teacher-led creative dance [PE A.4]
B.2.6		Execute a single jump with a self-turned rope. [PE A.6]	Execute a single jump with a self-turned rope. [PE A.6]
B.2.7		Jump a long rope with teacher-assisted turning. [PE A.7]	Jump a long rope with teacher-assisted turning. [PE A.7]
B.2.8	Perform tumbling activities such as roll, jump and weight transfer [PE A.10, A.11]	Perform tumbling activities such as roll, jump and weight transfer [PE A.10, A.11]	Perform tumbling activities such as roll, jump and weight transfer [PE A.10, A.11]
B.2.9			Maintain momentary stillness on different bases of support [PE A.12]
B.2.10		Balance a variety of body parts or objects in a creative way – round, twisted, narrow and symmetrical [PE A.13]	Balance a variety of body parts or objects in a creative way – round, twisted, narrow and symmetrical [PE A.13]
B.2.11			Contrast the actions of curling and stretching [PE A.14]
B.2.12	Throws objects with strength and control [PE A.17]	Throws a ball underhand and overhand [PE A.17]	Roll or throw underhand with opposite foot forward [PE A.17]
B.2.13			Drop an object and catch it before it bounces twice [PE A.23]
B.2.14			Catch a large object tossed by a skills thrower [PE A.24]
B.2.15		Control an object using feet, hands or an implement (dribble, throw, catch, kick, strike) [PE A.26]	Dribble a ball with one hand, attempting the second contact [PE A.26]
B.2.16			Kick a stationary object from a stationary position, demonstrating two of the five critical elements of a mature kicking pattern [PE A.29]
B.2.17			Tap an object using the inside of the foot, sending it forward [PE A.31]
B.2.18			Differentiate between movement in personal (self-space) and general space [PE A.37]
B.2.19			Move in personal space to a rhythm [PE A.38]
B.2.20		Volley a lightweight object (balloon) with an open palm, sending it upward [PE A.47]	Volley a lightweight object (balloon) with an open palm, sending it upward [PE A.47]
B.2.21		Strike a lightweight object with a paddle or short-handled racket. [PE A.50]	Strike a lightweight object with a paddle or short-handled racket. [PE A.50]
B.2.22	Attempt new movements and skills willingly [PE C.4]	Attempt new movements and skills willingly [PE C.4]	Demonstrate curiosity, risk-taking, and willingness to engage in new experiences with teacher guidance [PE C.4]
B.2.23			Control an object using feet, hands or an implement (dribble, throw, catch, kick, strike) [PE A.5K2.6]
B.2.24			Participate in muscular strength activities to improve upper body strength to participate in activities such as climbing, hanging, momentary body support on the hands, horizontal ladder, monkey bars or traverse wall [PE D.5K2.1]

	3-Year-Old Outcome	4-Year-Old Outcome	5-Year-Old Outcome
B.2.25		Correct movement errors in response to corrective feedback [PE C.5]	Correct movement errors in response to corrective feedback [PE B.5K2.5]
B.2.26			

B.3: Children will develop their fine motor skills.

	3-Year-Old Outcome	4-Year-Old Outcome	5-Year-Old Outcome
B.3.1	Performs simple fine motor skills and manipulates smaller objects with increasing control	Performs simple fine motor skills and manipulates smaller objects with increasing control	Performs simple fine motor skills and manipulates smaller objects with increasing control
B.3.2	Uses strength and control to perform complex fine motor skills	Uses strength and control to perform complex fine motor skills	Uses strength and control to perform complex fine motor skills
B.3.3	Coordinate hand and eye to trace, color, and cut	Coordinate hand and eye to trace, outline, color, cut and reproduce	Coordinate hand and eye to trace, outline, color, cut and reproduce
B.3.4	Practice making lines, circles and other markings	Practice making lines, circles, other markings	Practice making lines, circles, and other markings
B.3.5	Use personal chalkboard, whiteboard, large and small sand trays, etc.	Use personal chalkboard, whiteboard, large and small sand trays, etc.	Use personal chalkboard, whiteboard, large and small sand trays, etc.
B.3.6	Practice proper pencil grip	Use proper pencil grip	Use proper pencil grip
B.3.7			Show the ability to properly align letters and words
B.3.8		If available, use keyboards and other common input and output devices efficiently and effectively (i.e. touchscreen) [T A.1]	Use keyboards and other common input and output devices efficiently and effectively (i.e. touchscreen) [T A.1]
B.3.9		If available, use input devices (i.e. mouse, keyboard, remote control) to successfully operate computers, simple audio and visual equipment and other basic technologies [T A.1]	Use input devices (i.e. mouse, keyboard, remote control) to successfully operate computers, simple audio and visual equipment and other basic technologies [T A.1]
B.3.10	Write some letters and numerals [LA 4KB.1.5.2]	Write 18-20 letters and numerals [LA 4KB.1.5.2]	Write letters and numerals [LA 5KB.1.5.2]
B.3.11		Practice writing in manuscript [LA 4KB.1.5.7]	Practice writing in manuscript [LA 5KB.1.5.7]
B.3.12		Use consistent shape in writing [LA 4KB.1.5.9]	Use consistent shape in writing [LA 5KB.1.5.9]

B.4: Children will integrate input from all sensory systems and learn to respond appropriately and automatically within their environment.

	3-Year-Old Outcome	4-Year-Old Outcome	5-Year-Old Outcome
B.4.1	Skills become more refined; acts and moves with increased intention and purpose	Anticipates and adjusts behavior efficiently and engages in complex skills and abstract thinking	Anticipates and adjusts behavior efficiently and engages in complex skills and abstract thinking
B.4.2	Participate even when not successful	Participate even when not successful	Participate even when not successful
B.4.3	Shows awareness of danger in harmful situations and begins to recognize simple rules [PE C.1. SS P.A]	Shows awareness of danger in harmful situations and begins to recognize simple rules [PE C.1. SS P.A]	Shows awareness of danger in harmful situations and begins to recognize simple rules [PE C.1. SS P.A]
B.4.4			Identify how different sense organs respond to the environment [Sc LS1.D.2]
B.4.5			Explain how animals use different sense receptors to gather information [Sc LS1.D.3]
B.4.6			Describe how animals use their senses to get information needed for growth and survival [Sc LS1.D.4]

C. SOCIAL AND EMOTIONAL DEVELOPMENT

You shall love the Lord your God with all your heart, and with all your soul, and with all your strength, and with all your mind; and your neighbor as yourself. – Luke 10:27

C.1: Children will develop emotional competence and self-regulation.

	3-Year-Old Outcome	4-Year-Old Outcome	5-Year-Old Outcome
C.1.1	Express needs, wants and feelings [Health D.4K2.2, SS E.A]	Express needs, wants and feelings [Health D.4K2.2, A E.1.1, A E.1.2, A E.1.4, SS E.A]	Identify ways to express needs, wants and feelings [Health D.4K2.2, A E.1.1, A E.1.2, A E.1.4, A E.1.6, SS E.A]
C.1.2		Recognize fear and feelings	Identify harmful situations for self and others
C.1.3	Use words and gestures to express more complex emotions	Use verbal and nonverbal languages to express emotions in appropriate situations such as distress, contentment, surprise, disgust, jealousy and confusion	
C.1.4	Share verbal and nonverbal indicators of enjoyment	Share verbal and nonverbal indicators of enjoyment	Share verbal and nonverbal indicators of enjoyment
C.1.5	Identify several activities that are enjoyable [PE C.11]	Identify several activities that are enjoyable [PE C.11]	Identify several activities that are enjoyable [PE C.11]
C.1.6		Express personal feelings on progress made while learning a new skill [PE C.7]	Express personal feelings on progress made while learning a new skill
C.1.7			Recognize and name basic emotions (happy, sad, angry) during physical activities [PE C.14]
C.1.8			Talk about feelings after making mistakes in games [PE C.18]
C.1.9			Recognize that they have choices in how to respond to situations with teacher guidance [PE C.7]
C.1.10			Practice taking deep breaths after high-energy activities [PE C.15]
C.1.11			Participate in slow, mindful walking while focusing on breathing [PE C.16]
C.1.12			Listen to calming sounds while sitting quietly after activity [PE C.17]
C.1.13	Express needs, wants and feelings [Health D.4K2.2]	Express needs, wants and feelings [Health D.4K2.2, A E.1.1, A E.1.2, A E.1.4]	Identify ways to express needs, wants and feelings [Health D.4K2.2, A E.1.1, A E.1.2, A E.1.4, A E.1.6]
C.1.14	Associates words and gestures with a variety of emotions expressed by others	Demonstrates empathy by recognizing the feelings of another person and responding appropriately	Interprets others' behavior and emotions and responds appropriately
C.1.15		Use art to understand and show feelings (A E.1.1)	Use art to understand and show feelings (A E.1.1)

C.2: Children will develop a personal sense of well-being.

	3-Year-Old Outcome	4-Year-Old Outcome	5-Year-Old Outcome
C.2.1	Knows and states independent thoughts	Exhibits positive self-concept and confidence in his/her abilities	Displays pride in his/her accomplishments
C.2.2	Participate even when not successful [PE C.9]	Participate even when not successful [PE C.9]	Participate even when not successful [PE C.9]
C.2.3	Know that we are created by God [SS B.A]	Know that we are created by God and influenced by our family [SS B.A]	Know that we are created by God and influenced by our relationships [SS B.A]
C.2.4	Shows awareness of being part of a family and a larger community		Identifies self as a member of a specific culture, group, or demographic that fits into a larger world picture
C.2.5		Identify and differentiate types of communities (i.e. family, school) [SS P2.C.1]	Identify and differentiate types of communities (i.e. family, school) [SS P2.C.1]
C.2.6		Describe family structures [SS P3.A.1]	

	3-Year-Old Outcome	4-Year-Old Outcome	5-Year-Old Outcome
C.2.7		Describe what makes school a safe place to learn, make friends and have fun [SS P3.A.2]	Describe what makes school a safe place to learn, make friends and have fun [SS P3.A.2]
C.2.8			Identify the difference between needs and wants [SS E1.A.1]
C.2.9		Describe how plants and animals grow and change [Sc LS1.B.3]	Describe how plants and animals grow and change [Sc LS1.B.3]
C.2.10		Describe how plants and animals help their young survive (Sc LS1.B.4]	Describe how plants and animals help their young survive (Sc LS1.B.4]
C.2.11		List similarities and differences in people [SS B.C]	Describe how groups of people are alike and different [SS B.B]
C.2.12		Name persons who are authority figures in their home, school and church [SS P.C.]	Identify persons who are authority figures in their home, school and church [SS P.C.]
C.2.13			Recognize that physical activity is important for overall health and well-being. [PE C.8]
C.2.14			Learn about values, cultures and traditions [SS B.B]
C.2.15			Compare a belief in one culture to one in a different culture (e.g. how people in a different country celebrates their birthday, celebrate Mass} [SS B.C]

C.3 Children will develop social competence.

	3-Year-Old Outcome	4-Year-Old Outcome	5-Year-Old Outcome
C.3.1	Learn rules for in school and in church [SS P.A.]	Learn rules for in school and in church [SS P.A.]	Follows rules with little supervision [SS P.A.]
C.3.2		Remember rules and responsibilities that students have at home, in school and in church [SS P.A.]	Recognize rules and responsibilities that students have at home, in school and in church [SS P.A.]
C.3.3		Tell what happens when you break rules [SS P.A.]	Tell what happens when you break rules [SS P.A.]
C.3.4	Shows signs of security and trust when separated from familiar adults	Transitions into unfamiliar settings with assistance of familiar adults	Acts independently in unfamiliar settings with unfamiliar adults
C.3.5	Enjoy participating alone while exploring movement tasks [PE C.10]	Enjoy participating alone while exploring movement tasks [PE C.10]	Engage in meaningful learning through attempting, repeating and exploring a variety of experiences and activities [PE C.10]
C.3.6		Work independently, productively and demonstrate a willingness to challenge self [PE E.4K2.7]	Work independently, productively and demonstrate a willingness to challenge self [PE E.5K2.7]
C.3.7	Participates in parallel play with others for longer periods of time	Participate in cooperative play with others	Accept playmates without regard to personal differences while demonstrating fortitude, understanding and generosity [PE 5K2.11]
C.3.8		Show cooperation and fair play for others by helping, sharing and taking turns [PE E.4K2.8]	Show cooperation and fair play for others by helping, sharing and taking turns [PE E.5K2.8]
C.3.9		Work cooperatively and collaboratively with peers, family members, and when using technology in the classroom [T B.1]	Work cooperatively and collaboratively with peers, family members, and when using technology in the classroom [T B.1]
C.3.10	Refrain from outbursts and interruptions [ELA S.1.10]	Refrain from outbursts and interruptions [ELA S.1.10]	Refrain from outbursts and interruptions [ELA S.1.10]
C.3.11		Stop what they are doing and saying (calm him/herself) [ELA S.3.2]	Stop what they are doing and saying (calm him/herself) [ELA S.3.2]
C.3.12	Attain social skills and build harmony through physical education activities [PE D.2]	Attain social skills and build harmony through physical education activities [PE D.2]	Attain social skills and build harmony through physical education activities [PE D.2]
C.3.13	Students will communicate God's goodness through the language of their body [PE D.4]	Students will communicate God's goodness through the language of their body [PE D.4]	Students will communicate God's goodness through the language of their body [PE D.4]
C.3.14	Students will demonstrate the virtue of sportsmanship [PE D.5]	Students will demonstrate the virtue of sportsmanship [PE D.5]	Students will demonstrate the virtue of sportsmanship [PE D.5]
C.3.15	Remembers and follows simple group rules and displays appropriate social behavior [PE C.2, SS B.A]	Remembers and follows simple group rules and displays appropriate social behavior [PE C.2, SS B.A]	Recognize the establishment protocol for the learning environment [PE C.2]

C.3.16			Displays competence at engaging in appropriate social behavior [SS B.A.]
C.3.17	Recall that all God made is good [R A.1.3(3) EC]	Recall that all God made is good [R A.1.3(4) EC]	Practice ways to ask God to help us be kinder to others [EC A.3.5(5)]
C.3.18		Follow rules, procedures and etiquette in class [SS P.B.]	Follow rules, procedures and etiquette in class [SS P.B.]
C.3.19		Describe how family members, friends and classmates can all teach us how to act responsibly [SS P3.B.1]	Describe how family members, friends and classmates can all teach us how to act responsibly [SS P3.B.1]
C.3.20	Demonstrate proper library etiquette and procedures [ELA R.3.29]	Demonstrate proper library etiquette and procedures [ELA R.3.29]	Demonstrate proper library etiquette and procedures [ELA R.3.29]
C.3.21			Demonstrate appropriate applause and audience etiquette [ELA S.4.15]
C.3.22			Make introductions with courtesy and clarity and use appropriate etiquette when expressing thanks and receiving praise [ELA S.2.14]
C.3.23		Change and adapt to new situations [SS B.B]	Change and adapt to new situations [SS B.B]
C.3.24	Experiments with trial-and-error approaches to solve simple problems and conflicts	Experiments with trial-and-error approaches to solve simple problems and conflicts	Experiments with trial-and-error approaches to solve simple problems and conflicts
C.3.25	Practice how to ask for assistance [Health D.4K2.4]	Practice how to ask for assistance [Health D.4K2.4]	Demonstrate how to ask for assistance [Health D.4K2.4]
C.3.26	Seeks adult assistance to resolve conflict	Seeks adult assistance to resolve conflict	Seeks adult assistance to resolve conflict
C.3.27		Identify and communicate needs in conflict situations with teacher guidance [PE C.6]	Identify and communicate needs in conflict situations with teacher guidance [PE C.6]
C.3.28			Demonstrates elements of socially acceptable conflict resolution during class activity through wisdom and understanding [PE E.5K2.12]
C.3.29		Name personal and physical safety	Recognize touches and experiences that are unwanted, harmful and unsafe
C.3.30		Explain how to communicate to a trusted adult if threatened or harmed [EC B1.2(4c); Health D.4K2.1]	Explain how to communicate to a trusted adult if threatened or harmed [R B1.2(5c) EC; Health D.5K2.1]

D. LANGUAGE DEVELOPMENT AND COMMUNICATION

*The more that you read, the more things you will know,
the more that you learn, the more places you'll go.—Dr. Seuss*

D.1 Children will develop their abilities to listen and understand

	3-Year-Old Outcome	4-Year-Old Outcome	5-Year-Old Outcome
D.1.1	Demonstrates understanding and listening skills by attending and responding appropriately [ELA S.3.1]	Demonstrates understanding and listening skills by attending and responding appropriately [ELA S.3.1]	Demonstrates understanding and listening skills by attending and responding appropriately [ELA S.3.1]
D.1.2		Shows understanding of concept words and sequence of events [ELA S.4.2]	Shows understanding of concept words and sequence of events [ELA S.4.2]
D.1.3		Attend a theatrical performance [ELA S.4.14]	Attend a theatrical performance [ELA S.4.14]
D.1.4			Infer the general meaning of a word based on the real life/familiar context given in a grade level sentence [ELA V.1.43]
D.1.5	Responds appropriately when asked to identify familiar objects/person/body parts (nouns) or when asked to run, walk or jump (action words, verbs) [ELA S.1.3]	Responds appropriately when asked to identify familiar objects/person/body parts (nouns) or when asked to run, walk or jump (action words, verbs) [ELA S.1.3]	Responds appropriately when asked to identify familiar objects/person/body parts (nouns) or when asked to run, walk or jump (action words, verbs) [ELA S.1.3]
D.1.6			Distinguish variances of meaning among verbs describing the same general action (e.g. walk, march, strut, prance) by acting out the meanings [ELA V.1.39]
D.1.7	Responds to increasingly complex language structures, including comments, requests and questions [ELA S.1.7]	Responds to increasingly complex language structures, including comments, requests and questions [ELA S.1.7]	Responds to increasingly complex language structures, including comments, requests and questions [ELA S.1.7]
D.1.8		Responds and extends conversations much like adults and can sustain a topic through multiple turns [ELA S.1.5]	D.1.2(5c) Responds and extends conversations much like adults and can sustain a topic through multiple turns [ELA S.1.5]
D.1.9	Work on taking turns during discussion [ELA S.1.4]	Work on taking turns during discussion [ELA S.1.4]	Work on taking turns during discussion [ELA S.1.4]
D.1.10	Practice respecting others who are talking [ELA S.1.8]	Respects others who are talking [ELA S.1.8]	D.1.2(5d) Respects others who are talking [ELA S.1.8]
D.1.11	Demonstrate respectful posture, eye contact and silence when listening to others [ELA S.1.6]	Demonstrate respectful posture, eye contact and silence when listening to others [ELA S.1.6]	Demonstrate respectful posture, eye contact and silence when listening to others [ELA S.1.6]
D.1.12			Clear away distractions [ELA S.3.3]
D.1.13			Look toward the focal point [ELA S.3.4]
D.1.14			Be able to tell the person what was heard or ask a question to the speaker [ELA S.3.5]
D.1.15		Ignore or accommodate for distractions while listening [ELA S.3.6]	Ignore or accommodate for distractions while listening [ELA S.3.6]
D.1.16		Listen and apply information in a group [ELA S.3.7]	Listen and apply information in a group [ELA S.3.7]
D.1.17	Understands and carries out a one-step direction [ELA S.4.8]	Understands and carries out a two-step direction [ELA S.4.8]	Understands and carries out a two-step direction [ELA S.4.8]
D.1.18	Follows a series of two-step-directions [ELA S.4.9]	Follows a series of three or more multi-step directions [ELA S.4.9]	Follows a series of three or more multi-step directions [ELA S.4.9]

D.2 Children will develop their abilities to communicate and speak.

	3-Year-Old Outcome	4-Year-Old Outcome	5-Year-Old Outcome
D.2.1	Uses movement or behavior to initiate interaction with a person, animal or object (example: offers a doll to a friend) [ELA S.1.1]	Uses movement or behavior to initiate interaction with a person, animal or object (example: offers a doll to a friend) [ELA S.1.1]	Uses movement or behavior to initiate interaction with a person, animal or object (example: offers a doll to a friend) [ELA S.1.1]
D.2.2	Uses non-verbal communication much like an adult (example: waves goodbye) [ELA S.1.2]	Uses non-verbal communication much like an adult (example: waves goodbye) [ELA S.1.2]	Uses non-verbal communication much like an adult (example: waves goodbye) [ELA S.1.2]

D.2.3	Identify appropriate communication strategies (Health D.4K2.5)	Identify appropriate communication strategies (Health D.4K2.5)	Identify appropriate communication strategies (Health D.4K2.5)
D.2.4	Use appropriate manners and speech when addressing individuals and groups [ELA S.2.3]	Use appropriate manners and speech when addressing individuals and groups [ELA S.2.3]	Use appropriate manners and speech when addressing individuals and groups [ELA S.2.3]
D.2.5	Begins to use plurals (cats), pronouns (I, he, they) and past tense (walked) (example: "I want grapes") [ELA S.2.1]	Uses plurals (cats), pronouns (I, he, they) and past tense (walked) (example: "I want grapes") [ELA S.2.1]	
D.2.6	Uses multi-word sentences (parts of speech, word order, and sentence structure) like that of an adult (example: "I think I want to plant a garden") [ELA S.2.1]	Uses multi-word sentences (parts of speech, word order, and sentence structure) like that of an adult (example: "I think I want to plant a garden") [ELA S.2.1]	Uses multi-word sentences (parts of speech, word order, and sentence structure) like that of an adult (example: "I think I want to plant a garden") [ELA S.2.1]
D.2.7		Speak clearly and fluently using clear enunciation, good phrasing and appropriate tone [ELA S.2.2]	Speak clearly and fluently using clear enunciation, good phrasing and appropriate tone [ELA S.2.2]
D.2.8		Applies basic skills in speaking including eye contact, volume, projection, tone, rate and articulation [ELA S.2.2]	Applies basic skills in speaking including eye contact, volume, projection, tone, rate and articulation [ELA S.2.2]
D.2.9	Uses a category of words that shows awareness of common aspects among objects (example: "Where are my toys for the sandbox?") [ELA R.3.23]	Uses a category of words that shows awareness of common aspects among objects (example: "Where are my toys for the sandbox?") [ELA R.3.23]	
D.2.10		Comments on as well as produces and comprehends words (example: "Hats are different sizes and shapes.") [ELA S.1.9]	Comments on as well as produces and comprehends words (example: "Hats are different sizes and shapes.") [ELA S.1.9]
D.2.11			Select pertinent passages and phrases from reading to answer questions [ELA R.3.25, SS H.G.]
D.2.12	Answer questions to demonstrate comprehension [ELA S.4.6, SS H.G.]	Answer questions to demonstrate comprehension [ELA S.4.6, SS H.G.]	Answer questions to demonstrate comprehension [ELA S.4.6]
D.2.13		Retell stories or information [ELA S.4.1]	Retell stories or information [ELA S.4.1]
D.2.14		Report to the class [LA 4KC2.3.4]	Verbally present information and use visuals [ELA S.2.5]
D.2.15			Ask and answer questions about key details of information presented to get information, seek help or clarify something not understood [ELA S.4.3]
D.2.16	Determines how much information a listener needs based on an awareness of listener's role and understanding (example: child stops talking if the other person is not listening) [ELA S.1.13]	Determines how much information a listener needs based on an awareness of listener's role and understanding (example: child stops talking if the other person is not listening) [ELA S.1.13]	Determines how much information a listener needs based on an awareness of listener's role and understanding (example: child stops talking if the other person is not listening) [ELA S.1.13]
D.2.17	Modifies language when talking to a younger child (example: says "goo-goo, ga-ga" to a baby)	Modifies language when talking to a younger child (example: says "goo-goo, ga-ga" to a baby)	Modifies language when talking to a younger child (example: says "goo-goo, ga-ga" to a baby)
D.2.18	Initiates conversations [ELA S.1.14]	Initiates conversations [ELA S.1.14]	Initiates conversations, responds to conversations and stays on topic for multiple exchanges (example: child asks adult if he/she can make cookies. Adult and child talk about what they will need to bake cookies) [ELA S.1.14]
D.2.19	Responds to conversations [ELA S.1.14]	Responds to conversations [ELA S.1.14]	
D.2.20	Stays on topic for multiple exchanges [ELA S.1.14]	Stays on topic for multiple exchanges [ELA S.1.14]	
D.2.21		Uses language to effectively express feelings and thoughts, describe experiences and observations, interact with others, and communicate	Uses language to effectively express feelings and thoughts, describe experiences and observations, interact with others, and communicate effectively in group activities and discussions [ELA R.3.37]
D.2.22			Read aloud [LA 5KA1.4.1, LA 5KA1.4.2, LA 5KA1.4.3, LA 5KC1.2.1]
D.2.23	Participate in daily pledge and prayer intentions [ELA S.2.13]	Participate in daily pledge and prayer intentions [ELA S.2.13]	Participate in daily pledge and prayer intentions [ELA S.2.13]
D.2.24	Lead impromptu prayer intentions [ELA S.2.12]	Lead impromptu prayer [ELA S.2.12]	Lead impromptu prayer [ELA S.2.12]
D.2.25	Demonstrate creativity in speech through the use of role playing/dramatization [ELA S.2.9]	Demonstrate creativity in speech through the use of role playing/dramatization [ELA S.2.9]	Demonstrate creativity in speech through the use of role playing/dramatization [ELA S.2.9]
D.2.26	Participate in dramatic activities such as plays and programs [ELA S.2.10]	Participate in dramatic activities such as plays and programs [ELA S.2.10]	Participate in dramatic activities such as plays and programs [ELA S.2.10]
D.2.27			Tell a story with expression [ELA S.2.15]

D.2.28			Describe familiar people, places, things and events, and with prompting and support, provide additional details [ELA S.2.16]
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D.3 Children will develop literacy concepts and skills.

	3-Year-Old Outcome	4-Year-Old Outcome	5-Year-Old Outcome
D.3.1	Begins to match sounds and rhymes in familiar words [ELA V.1.14]	Recognizes and matches sounds and rhymes in familiar words [ELA V.1.14]	Recognizes and matches sounds and rhymes in familiar words [ELA V.1.14]
D.3.2		Recognizes and produces rhyming words [ELA V.1.14]	Recognizes and produces rhyming words [ELA V.1.14]
D.3.3			Recognize syllable as a word part [ELA V.1.22]
D.3.4		Recognize segmentation of spoken single-syllable words in their complete sequence of individual phonemes (e.g. lap: /l/-/a/-/p/. /f/-/l/-/a/-/p/) [ELA V.1.34]	Identify segmentation of spoken single-syllable words in their complete sequence of individual phonemes (e.g. lap: /l/-/a/-/p/. /f/-/l/-/a/-/p/) [ELA V.1.34]
D.3.5			Demonstrate understanding of phonemes and syllables of spoken words [ELA V.1.37]
D.3.6	Participates in group recitation such as rhymes, riddles, chorals, echoes and prayers [ELA S.2.8]	Participates in group recitation such as rhymes, riddles, chorals, echoes and prayers [ELA S.2.8]	Participate in group recitation, such as rhymes, riddles, chorals, echoes and prayers [ELA S.2.8]
D.3.7		Identify repetitive words [LA 4KC2.2.3]	
D.3.8			Build real-life and religious connections between words and their use (e.g. note places in school that are colorful) [ELA V.1.38]
D.3.9			Recall common antonyms and synonyms [ELA V.1.41]
D.3.10		Use common adjectives to distinguish objects (e.g. the small square; the white rabbit) [ELA V.1.42]	Use common adjectives to distinguish objects (e.g. the small square; the white rabbit) [ELA V.1.42]
D.3.11			Identify age-appropriate familiar words in other contexts [ELA V.1.47]
D.3.12			Recognize that a single word may have multiple meanings [ELA V.1.48]
D.3.13		Recognize transitional and signal words and phrases [ELA S.1.17]	Recognize transitional and signal words and phrases [ELA S.1.17]
D.3.14	Explores, repeats and imitates alphabet related songs and games	Explores, repeats and imitates alphabet related songs and games [LA 4KA1.1.17]	
D.3.15	Use the visual arts to express ideas that cannot be expressed by words alone [ELA C.9.1]	Use the visual arts to express ideas that cannot be expressed by words alone [ELA C.9.1]	Use the visual arts to express ideas that cannot be expressed by words alone [ELA C.9.1]
D.3.16	Recognizes first and last name [ELA R.1.7]		Identify first and last name and begin to recognize the names of other people [ELA R.1.7, C.11.6]
D.3.17		Recognizes the difference between letters and other symbols [ELA C.11.7]	Recognizes the difference between letters and other symbols [ELA C.11.7]
D.3.18		Makes some letter/sound connections and identifies some beginning sounds [LA 4KA1.2.2]	Makes some letter/sound connections and identifies beginning sounds
D.3.19			Recognizes that most speech sounds (both consonants and vowels) are represented by single letter symbols
D.3.20	Recognize Letters in familiar words, especially own name [ELA R.1.8]	Recognizes letters in familiar words, especially in own name [ELA R.1.8]	
D.3.21	Begin to write first name [ELA C.11.6]	Identifies and writes first and last name [ELA R.1.7, C.11.6]	
D.3.22	Begin to recognize capital and lower case letters in name [ELA C.11.5]	Recognize capital and lower case letters in name [ELA C.11.5]	Recognize capital and lower-case letters and their sounds in familiar words, especially in own name [ELA R.1.8, C.11.5]

D.3.23	Initiate letter recognition [ELA V.1.1]	Recognize all upper and lowercase letters in the alphabet [ELA V.1.1]	Recognize in sequence and name all letters of the alphabet (upper and lowercase) in familiar and unfamiliar words [ELA V.1.1]
D.3.24		Use picture clues to help tell a story [ELA R.2.2]	Read using decoding strategies such as word chunks, word patterns, structural clues, picture clues and context clues [ELA R.2.2, R.3.4]
D.3.25			Recognize age-appropriate sight words [ELA V.1.44]
D.3.26			Recognize, use, and spell age-appropriate sight words and vocabulary [ELA V.1.45]
D.3.27			Read on-level text orally with accuracy, appropriate rate, and expression on successive readings [ELA R.2.3]
D.3.28			Recognize age-appropriate quantitative words [ELA V.1.46]
D.3.29			Recognize descriptive and place words [LA 5KA1.1.3, LA 5KA1.1.5]
D.3.30			Concentrate on reading for sustained periods of time [ELA R.2.4]
D.3.31			Use punctuation cues to add fluency and expression [ELA R.2.5]
D.3.32		Retell books with simple repetitive language patterns [ELA R.2.6]	Read books with simple repetitive language patterns [ELA R.2.6]
D.3.33			Read assigned and self-selected fiction and non-fiction text [ELA R.2.7]
D.3.34	Listen to and retell stories from the Bible [ELA R.2.8]	Listen to and retell stories from the Bible [ELA R.2.8]	Listen to and retell stories from the Bible [ELA R.2.8]
D.3.35	Self-select books to look at independently [ELA R.2.9]	Self-select books to look at independently [ELA R.2.9]	Self-select appropriate reading material for independent reading [ELA R.2.9]
D.3.36		Recognize vowel and consonant letters and sounds [ELA V.1.2]	Recall vowel and consonant letters and sounds [ELA V.1.2]
D.3.37		Recognize initial consonants [ELA V.1.3]	Recall initial consonants [ELA V.1.3]
D.3.38			Recognize medial consonants [ELA V.1.4]
D.3.39		Recognize final consonants [ELA V.1.5]	Recall final consonants [ELA R.1.5]
D.3.40			Recognize initial blends: bl, br, cl, cr, dr, dw, fl, fr, gl, gr, pl, pr, sc, sl, sm, sn, sp, st, sr, tr, tw [ELA V.1.6]
D.3.41			Recognize final consonant blends: ck, ld, lk, mp, nd, nk, nt, pt, rd, sk, st, lp lt, ft [ELA V.1.8]
D.3.42		Identify long vowels [ELA V.1.12]	Identify long vowels [ELA V.1.12]
D.3.43		Identify short vowels [ELA V.1.13]	Identify short vowels [ELA V.1.13]
D.3.44			Recognize as word families: ack, ake, all, am, at, ay, ell, et, eck, ight, ike, ill, in, ing, it, ish, ind, ook, ock [ELA V.1.14]
D.3.45			Label r-controlled vowels [ELA V.1.19]
D.3.46		Identify y as a consonant [ELA V.1.20]	Recognize y as a consonant [ELA V.1.20]
D.3.47			Recall final e makes the preceding vowel long [ELA V.1.26]
D.3.48			Recall final y sounds like long i or e [ELA V.1.27]
D.3.49			Recall that y can be a vowel [ELA V.1.28]
D.3.50			Recognize compound words [ELA V.1.54]
D.3.51			Recognize common abbreviations [ELA V.1.55]

D.3.52	Looks at picture books and asks questions or makes comments	Looks at picture books and asks questions or makes comments [LA 4KA1.4.1, LA 4KA1.5.1]	Looks at picture books and asks questions or makes comments
D.3.53	Understand that print in the book carries the message [ELA R.1.5]	Understand that print in the book carries the message [ELA R.1.5]	Understand that print in the book carries the message [ELA R.1.5]
D.3.54	Views one page at a time from the front to the back of the book and knows that the book has a title, author and illustrator [ELA R.1.1, 1.3]	Views one page at a time from the front to the back of the book and knows that the book has a title, author and illustrator [ELA R.1.1, 1.3]	Views one page at a time from the front to the back of the book and knows that the book has a title, author and illustrator [ELA R.1.1, 1.3]
D.3.55			Identify table of contents to locate information [ELA R.1.2]
D.3.56		Understand that words are separated by spaces in print [ELA R.1.6]	Understand that words are separated by spaces in print [ELA R.1.6]
D.3.57	Chooses reading activities and responds with interest and enjoyment [ELA R.3.27]	Chooses reading activities and responds with interest and enjoyment [ELA R.3.27]	Chooses reading activities and responds with interest and enjoyment [ELA R.3.27]
D.3.58	Recognizes some familiar environmental print (example: sees a stop sign) [ELA R.2.10]	Recognizes some familiar environmental print (example: sees a stop sign) [ELA R.2.10]	Recognizes some familiar environmental print (example: sees a stop sign) [ELA R.2.10]
D.3.59	Handles books correctly and shows increasing skills in print directionality (left to right, top to bottom, front to back) [ELA R.1.4, C.11.1]	Handles books correctly and shows increasing skills in print directionality (left to right, top to bottom, front to back) [ELA R.1.4, C.11.1]	Handles books correctly and shows increasing skills in print directionality (left to right, top to bottom, front to back) [ELA R.1.4, C.11.1]
D.3.60	Understand the difference between scribbles and letters [ELA C.1.1]	Understands the differences between letters and words [ELA C.1.1]	Understands the differences between letters, words and sentences [ELA C.1.1]
D.3.61		Understands that books have characters, sequences of events and story plots [ELA R.3.5]	Understands that books have characters, sequences of events and story plots [ELA R.3.5] D.3.3(5i)
D.3.62		Identifies the book title, author and page numbers [LA 4KA1.6.1]	Identifies the book title, author and page numbers [LA 4KA1.6.1]
D.3.63			Use context to confirm or self-correct word recognition and understanding [ELA R.2.1]
D.3.64			Use word meaning and other strategies to comprehend a story [LA 5KA1.1.4, LA 5KA1.3.1, LA 5KA1.3.2]
D.3.65			Match identical forms and like objects and notice unlike forms [LA 5KA1.1.7, LA 5KA1.1.8]
D.3.66	Apply reading strategies: guided retelling [ELA R.3.24]	Apply reading strategies: guided retelling [ELA R.3.24]	Apply reading strategies: semantic webbing, story mapping, sequencing, and retelling [ELA R.3.24]
D.3.67			Use technology to acquire, organize, analyze and communicate information [ELA S.2.6, SS H.G., T C.1]
D.3.68			Identify a purpose for reading and study various forms of literature [ELA R.3.26]
D.3.69			Read and discuss age appropriate holy cards, books about saints and prophets, creation poems and Bible stories [ELA R.3.28]
D.3.70			Use age appropriate literature as an alternative way of learning science, math, social studies and the arts and to gain and interpret new and different perspectives [ELA R.3.33]
D.3.71			Identify impact of age appropriate literature on one's opinion [ELA R.3.36]
D.3.72			Use grade level and on-level texts for purpose and understanding [ELA R.3.1]
D.3.73	Use picture to understand content [ELA R.3.2]	Use picture to understand content [ELA R.3.2]	Use pictures to learn meaning of unknown words in a text [ELA R.3.2]
D.3.74			Use word chunks, word patterns, structural clues and context clues, and story plots [ELA R.3.4]
D.3.75			Identify who is speaking at various points in a text [ELA R.3.10]

D.3.76		Identify the main characters and main idea in a story [ELA R.3.13]	Identify the main characters and main idea in a story [ELA R.3.13]
D.3.77		Relate Catholic values and teaching in the evaluation of literary themes and plots [ELA R.3.16]	Relate Catholic values and teaching in the evaluation of literary themes and plots [ELA R.3.16]
D.3.78			Identify words and phrases in a variety of texts that suggest feelings or appeal to the senses [ELA R.3.22]
D.3.79		Discuss virtuous behaviors, values and attitudes in characters [ELA R.3.31]	Discuss virtuous behaviors, values and attitudes in characters [ELA R.3.31]
D.3.80			Compare and contrast familiar stories with prompting and support [ELA R.3.32]
D.3.81			Show how literature is used to develop a religious, moral and social sense [ELA R.3.47]
D.3.82			Tell how literature assists in the ability to make judgments about what is true and what is false and to make choices based on these judgements [ELA R.3.52]
D.3.83			Extend awareness of world cultures, historical perspectives, and cultural patrimony handed down through diverse texts [ELA R.3.54]
D.3.84		Distinguish between fiction and non-fiction [ELA R.4.1]	Distinguish between fiction and non-fiction [ELA R.4.1]
D.3.85		Recall common genres (e.g. storybook, nursery rhymes, Bible story, poem, fairy tale, folk tale) [ELA R.4.2]	Recall common genres (e.g. storybook, nursery rhymes, Bible story, poem, fairy tale, folk tale) [ELA R.4.2]
D.3.86			Identify how spiritual knowledge is represented and communicated through fairy tales, fables, myths, parables and stories [ELA R.4.3]
D.3.87			Read folk tales and fables from different cultures [SS H.H]
D.3.88		Identify heroes and villains; quests or challenges when writing or speaking about classic stories from around the world [ELA R.4.4]	Identify heroes and villains; quests or challenges when writing or speaking about classic stories from around the world [ELA R.4.4]
D.3.89			Recognize Christian and Western symbols and symbolism as good and evil [ELA R.4.5]
D.3.90	Recognize elements of poetry (e.g. rhyme scheme) [ELA R.4.6]	Recognize elements of poetry (e.g. rhyme scheme) [ELA R.4.6]	Recognize elements of poetry (e.g. rhyme scheme) [ELA R.4.6]
D.3.91			Reference structural elements of drama (e.g. cast of characters, setting descriptions, dialogue, stage directions, acts, scenes) [ELA R.4.8]
D.3.92			Recognize word meaning to comprehend a story [ELA V.1.49]
D.3.93			Recognize variation of vocabulary choice creates mental images [ELA V.1.50]
D.3.94		Recognize words fit into categories (e.g. colors, clothing) [ELA V.1.51]	Recognize words fit into categories (e.g. colors, clothing) [ELA V.1.51]
D.3.95		Recognize word families [ELA G.4.3]	
D.3.96			Choose a word in a passage that best fits a given definition [ELA V.1.56]
D.3.97			Recognize both new sacred and secular age-appropriate vocabulary in discussion and daily application [ELA V.2.1]
D.3.98			Recognize grade appropriate general academic vocabulary and domain specific words and phrases taught directly and acquired through reading and responding to text [ELA V.2.2]
D.3.99			Draw from text to support analysis and reflection describing what has been learned [ELA C.4.17]

D.3.100	Scribbles and creates unconventional shapes [ELA C.1.1, C.11.2]	Writes recognizable letters and numbers and begins to write name and a few words [ELA C.11.2]	Writes recognizable letters and numbers and begins to write name and a few words [ELA C.11.2]
D.3.101	Labels using scribbles or letter-like forms to represent words or ideas [ELA C.1.1]	Labels pictures using scribbles or letter-like forms to represent words or ideas [ELA C.1.1]	Labels pictures using scribbles or letter-like forms to represent words or ideas [ELA C.1.1]
D.3.102		Writes lists, thank you notes, names, and labels objects in play [ELA C.4.6]	Writes lists, thank you notes, names, picture captions and labels objects in play [ELA C.4.6]
D.3.103		Write a group story [ELA C.8.1]	Write a group story including story elements and using the writing process [ELA C.8.1]
D.3.104			Use spelling patterns and generalizations (e.g. word families, position-based spelling, syllable patterns, ending rules, meaningful word parts in writing words [ELA G.4.1, G4.3]
D.3.105			Apply phonetic sounds and patterns in spelling [ELA G.4.2]
D.3.106			Form new words through addition, deletion and substitution of sounds and letters (e.g. an-man-mat-mast-must-rust-crust) [ELA G.4.4]
D.3.107			Spell age-appropriate words correctly in all written work, consulting references as needed (e.g. word wall) [ELA G.4.5]
D.3.108			Identify and write sentences using complete thoughts and correct word order and punctuation [ELA C.3.1]
D.3.109			Develop dictionary strategies [ELA G.4.7] Demonstrate various methods of learning/ studying words [ELA G.4.8]
D.3.110		Begin strategies for neatness in written work [ELA C.11.10]	Apply norms of neatness in written work [ELA C.11.10]
D.3.111		Demonstrate proper spacing between letters and words [ELA C.11.4]	Demonstrate proper spacing between letters and words [ELA C.11.4]
D.3.112			Identify Nouns [ELA G.1.1]
D.3.113			Identify singular and plural nouns [ELA G.1.2]
D.3.114			Recognize common and proper nouns [ELA C.1.4]
D.3.115			Identify proper capitalization (names and first word of sentence) [ELA G.2.1, G.2.2]
D.3.116			Capitalize names from the Bible, Mass and God [ELA G.2.4, G.2.5]
D.3.117			Recognize action verbs [ELA G.1.23]
D.3.118			Recognize the subject and predicate in a sentence [ELA G.1.48]
D.3.119			Use graphic organizers to plan writing [ELA C.2.1]
D.3.120			Brainstorm, survey, list, cluster ideas, free write [ELA C.2.3]
D.3.121			Group 1 to 2 sentences [ELA C.3.8]
D.3.122			Write a friendly letter [ELA C.4.2]
D.3.123			Write a formal letter [ELA C.4.3]
D.3.124		Copy from the board [ELA C.4.11]	Copy from the board [ELA C.4.11]
D.3.125			Use descriptive language in writing [ELA C.4.13]
D.3.126			Use symbols, pictures and charts to convey thoughts and meaning in a written document [ELA C.4.15]
D.3.127			Write in response to literary or informational sources [ELA C.4.16]

D.3.128			Write journals, prayer journals [ELA C.4.19]
D.3.129			Write with references to religious writings (i.e. reports, research, investigation of saints, sacramental information, cards, poetry, summarizing reflection, journal entries, articles for school newsletter, parish bulletin) [ELA C.4.27]
D.3.130			Write stories from Bible in own words [ELA C.4.28]
D.3.131			Write own prayers of the faithful or own prayers [ELA C.4.29]
D.3.132			Write an autobiography [ELA C.4.32]
D.3.133			Participate in brief daily writing [ELA C.4.33]
D.3.134			Write an opinion relative to a topic, providing the reason for the opinion [ELA C.5.1, C.5.3]
D.3.135			Write informative text by naming the topic, supplying facts relevant to the topic and information about the topic (e.g. my favorite animal is... I like this animal because...) [ELA C.6.1, C.6.3, C.6.9]
D.3.136			Write with multiple drafts through the writing process [ELA C.10.1]
D.3.137			Use Bible verses and prayers to practice handwriting [ELA C.11.3]
D.3.138			Demonstrate proper spacing between letters and words [ELA C.11.4]
D.3.139			Use formatting techniques to aide in style, comprehension and legibility when publishing work (i.e. add a title) [ELA C.12.1, C.12.2, C.12.4]

E. APPROACHES TO LEARNING

*God makes three requests of his children:
Do the best you can, where you are, with what you have, now.”
-- African-American Proverb*

E.1 Children will develop their abilities to listen and understand.

	3-Year-Old Outcome	4-Year-Old Outcome	5-Year-Old Outcome
E.1.1	Attends for longer periods of time and shows preference for some activities	Attends for longer periods of time and shows preference for some activities [Mu F.2.1, PE D.4K2.3, LA 4KC2.4.2, LA 4KC3.2.3, LA 4KC3.2.5]	Attends for longer periods of time and shows preference for some activities [Mu F.2.1, PE D.5K2.3, LA 5KC2.4.2, LA 5KC3.2.3, LA 5KC3.2.5]
E.1.2	Is curious about and willing to try new and unfamiliar experiences and activities with their environment	Is curious about and willing to try new and unfamiliar experiences and activities with their environment	Is curious about and willing to try new and unfamiliar experiences and activities with their environment
E.1.3	Experiments and practices to expand skill level	Experiments and practices to expand skill level	Experiments and practices to expand skill level
E.1.4	Refines skills that have been successfully accomplished	Refines skills that have been successfully accomplished	Refines skills that have been successfully accomplished
E.1.5	Focuses on activity but may be easily distracted	Persists with activity independently until goal is reached	Persists with activity independently until goal is reached
E.1.6		Sets and develops goals and follows through on plans making adjustments as necessary, despite distractions and mishaps (A B.2.6)	Sets and develops goals and follows through on plans making adjustments as necessary, despite distractions and mishaps (PE C.19)

E.2 Children will use invention, imagination and play to extend their learning.

	3-Year-Old Outcome	4-Year-Old Outcome	5-Year-Old Outcome
E.2.1	Recreates and acts out real-life and fantasy experiences in pretend play	Recreates and acts out real-life and fantasy experiences in pretend play	Recreates and acts out real-life and fantasy experiences in pretend play
E.2.2		Engages in elaborate and sustained imaginative play	Engages in elaborate and sustained imaginative play and can distinguish between real-life and fantasy
E.2.3	Shows a preference towards certain types of movement, music, and visual stimuli	Shows a preference towards certain types of movement, music, and visual stimuli	Shows a preference towards certain types of movement, music, and visual stimuli
E.2.4	Explores the process of using a variety of artistic materials, music and movement	Explores the process of using a variety of artistic materials, music and movement [A A.1.1, A A.1.2, A B.1.1, A B.1.2, A B.1.5, A B.1.8, A B.1.9, Mu F.1.6]	Explores the process of using a variety of artistic materials, music and movement [A A.1.1, A A.1.2, A B.1.2, A B.1.5, A B.1.6, A B.1.8, A B.1.9, Mu F.1.6]
E.2.5		Expresses self (ideas, feelings, and thoughts) through a variety of artistic media, music and movement [A B.1.4, A B.1.7, A B.1.12, A C.1.1, A C.1.2, Mu F.1.6, Mu F.2.6, LA 4KC1.6.2]	Expresses self (ideas, feelings, and thoughts) through a variety of artistic media, music and movement [A B.1.4, A B.1.7, A B.1.12, A C.1.1, A C.1.2, A C.1.3 A C.1.5, Mu F.1.6, Mu F.2.6, LA 4KC1.6.2]
E.2.6	Create art as an expression of prayer [A B.1.13]	Create art as an expression of prayer [A B.1.13]	Create art as an expression of prayer [A B.1.13]

E.3 Children will engage in diverse approaches to learning.

	3-Year-Old Outcome	4-Year-Old Outcome	5-Year-Old Outcome
E.3.1	Starts to notice different routines, practices and languages in different settings	Asks questions of adults about differences between various routines, practices and languages in a variety of settings [SS H.D.]	Asks questions of adults about differences between various routines, practices and languages in a variety of settings [SS H.D.]
E.3.2	Starts to notice that other children and families do things differently	Recognizes and accepts diversity in other children and families [A E.2.3, A E.2.5, SS G1.A.5, SS P2.C.1, SS P3.A.1, SS P3.B.1]	Understands and accepts diversity in other children and families [A A.1.3, A A.1.4, A A.2.1, A A.2.2, A A.2.3, A A.2.4, A A.2.5, A E.2.3, A E.2.5, A F.1.6, SS P2.C.1, SS P3.A.1, SS P3.B.1]
E.3.3	Tends to have a preferred learning style	Tends to have a preferred learning style	Tends to have a preferred learning style
E.3.4	Explores other learning styles when introduced by an adult or peer	Explores other learning styles when introduced by an adult or peer	Explores other learning styles when introduced by an adult or peer
E.3.5		Uses a variety of learning styles to meet their needs or achieve their goals	Uses a variety of learning styles to meet their needs or achieve their goals

F. COGNITIVE AND GENERAL KNOWLEDGE

A child of five would understand this. Send someone to fetch a child of five. – Groucho Marx

F.1 Children will develop their capacity to use cognitive skills as a tool to acquire knowledge and skills

	3-Year-Old Outcome	4-Year-Old Outcome	5-Year-Old Outcome
F.1.1	Uses senses to explore and experiment with new materials	Uses senses to explore and experiment with new materials	Uses senses to explore and experiment with new materials
F.1.2	Uses senses and a variety of strategies to investigate information	Uses senses and a variety of strategies to investigate information	Uses senses and a variety of strategies to investigate information
F.1.3		Uses senses to generalize and apply prior knowledge	Uses senses to generalize and apply prior knowledge
F.1.4	Remembers and recalls events	Remembers and recalls events	Remembers and recalls events
F.1.5	Recognizes functional uses of items in the environment	Recognizes functional uses of items in the environment	Recognizes functional uses of items in the environment
F.1.6	Practices and applies new information or vocabulary to an activity or interaction (representation and symbolic thinking)	Practices and applies new information or vocabulary to an activity or interaction (representation and symbolic thinking)	Practices and applies new information or vocabulary to an activity or interaction (representation and symbolic thinking)
F.1.7		Generates a rule, strategy or idea from a previous learning experience and applies to a new context	Generates a rule, strategy or idea from a previous learning experience and applies to a new context
F.1.8	Demonstrates awareness of a problem	Demonstrates awareness of a problem	Demonstrates awareness of a problem
F.1.9	Asks questions, seeks information and tests out possibilities [S H.D.]	Asks questions, seeks information and tests out possibilities [S H.D.]	Asks questions, seeks information and tests out possibilities [S H.D.]
F.1.10		Determines and evaluates solutions [Sc ETS1.A.2]	Determines and evaluates solutions [Sc ETS1.A.2]
F.1.11	Make choices [SS E.B.]	Make choices [SS E.B.]	Make choices [SS E.B.]
F.1.12		Makes statements and appropriately answers questions that require reasoning about objects, situations and people [SS H.G.]	Makes statements and appropriately answers questions that require reasoning about objects, situations and people [SS H.G.]
F.1.13			Uses multiple strategies to solve problems [Sc ETS1.B.1, Sc ETS1.B.2, Sc ETS1.C.1]
F.1.14			Solve simple put-together, take-apart and compare problems using information presented in a graph [M D.1.2.3]
F.1.15			Determine what more needs to be known when doing research [SS H.D.]
F.1.16			Communicate conclusions [SS H.G.]
F.1.17		Demonstrate that problems may have many acceptable solutions [Sc ETS1.A.2; ETS1.C.1]	Demonstrate that problems may have many acceptable solutions [Sc ETS1.A.2; ETS1.C.1]

F.2 Children will understand and use early mathematical concepts and logical thinking processes to extend their learning.

	3-Year-Old Outcome	4-Year-Old Outcome	5-Year-Old Outcome
F.2.1		Names and write numerals 0-10 and recognize numbers 11-100 [M A.1.1.1, A.1.2.6]	Names and can write number symbols 1 through 20 and beyond [M A.1.1.1]
F.2.2		Determine what number is missing in a number line [M A.1.1.2]	Identify missing numbers from 0-20 [M A.1.1.2]
F.2.3			Model and name positions of ordinal numbers up to the fifth place [M A.1.1.3]
F.2.4	Compares concrete quantities to determine which has more, less or the same [M A.1.1.4]	Compares concrete quantities to determine which has more, less or the same [M A.1.1.4]	Compares concrete quantities to determine which has more, less or the same [M A.1.1.4]
F.2.5		Identifies "1 more" and "1 less" [M A.1.1.5]	Identifies "1 more" and "1 less" of any whole number up to 20 [M A.1.1.5]
F.2.6		Counts with 1 to 1 correspondence up to 10 objects and can tell the number that comes next [M A.1.1.6, M A.1.2.2]	Counts with 1 to 1 correspondence up to 20 objects and can tell the number that comes next [M A.1.1.6, A.1.2.2]
F.2.7		Pair objects and number names [M A.1.1.7]	Pair objects and number names [M A.1.1.7]

	3-Year-Old Outcome	4-Year-Old Outcome	5-Year-Old Outcome
F.2.8		Determine what number comes before or comes after a number [M A.1.1.8]	Compare whole numbers up to 30 and arrange them in numerical order [M A.1.1.8]
F.2.9			Names and writes numerals through 10 [M A.1.1.10]
F.2.10		Explain that the last number name said tells the number of objects counted [M A.1.1.11]	Explain that the last number name said tells the number of objects counted [M A.1.1.11]
F.2.11			Identify the highest and lowest number [M A.1.1.12]
F.2.12	Explores numbers and imitates counting [M A.1.2.1]	Use models to identify, order and compare numbers [M A.1.2.1]	
F.2.13	Arranges sets of objects in one-to-one correspondence [M A.1.2.2]	Arranges sets of objects in one-to-one correspondence up to 10 objects [M.A.1.2.2]	Record and organize information using objects, pictures and models [M A.1.2.2]
F.2.14		Can rote count to 30 and counts concrete objects to 10 and beyond [M A.1.2.3]	Count, recognize, represent, name and order a number of objects up to 50 [M A.1.2.3]
F.2.15			Rote count and read numbers 0-100 [M A.1.2.4]
F.2.16			Begin to count forward beginning from a given number [M A.1.2.5]
F.2.17			Count 0-100 by 1s and 10s [M A.1.2.6]
F.2.18			Skip count by 5s and 10s to 100 [M A.1.2.7]
F.2.19			Count to answer "how many" [M A.1.2.8]
F.2.20			Explain the relationship between numbers and quantities [M A.1.2.9]
F.2.21		Represent addition with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanation, expressions or equations [M A.2.1.1]	Represent addition with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanation, expressions or equations [M A.2.1.1]
F.2.22			Demonstrate addition concepts through pictures and manipulative objects for any two sets with fewer than 10 objects when joined [M A.2.1.2]
F.2.23			Demonstrate and describe the meaning of addition using objects (putting together, adding to, increasing)
F.2.24			Demonstrate addition as putting together and adding to [M A.2.1.3]
F.2.25			Relate accounting to addition (i.e. count on 2 to add 2) [M A.2.1.4]
F.2.26		Add within 10 by using objects and drawings [M A.2.1.5]	Show equivalent forms of the same number (up to 10) using objects, drawings, numbers and equations (i.e. $5=2+3$, $5=4+1$) [M A.2.1.5]
F.2.27			Find the number that makes 10 when added to a given number [M A.2.1.6]
F.2.28			Recognize that two addends may be reversed and the sum remains unchanged in facts 0-10 ($2+3=5$ and $3+2=5$) [M A.2.1.8]
F.2.29		Add two numerals within 10 [A.2.1.11]	Add two numerals within 10 [A.2.1.11]
F.2.30			Demonstrate subtraction as taking apart, by removing objects from sets for numbers less than 10) [M A.2.1.12]
F.2.31			Demonstrate and describe the meaning of subtraction using objects (taking away, comparing, find the difference) [M A.2.1.13]
F.2.32			Relate counting to subtraction (i.e. count on 2 to take away 2) [M A.2.1.14]
F.2.33		Represent subtraction with objects, fingers, mental images, drawings, sounds, acting out situation, verbal explanation, expressions or equations [M A.2.2.1]	Represent subtraction with objects, fingers, mental images, drawings, sounds, acting out situation, verbal explanation, expressions or equations [M A.2.2.1]

	3-Year-Old Outcome	4-Year-Old Outcome	5-Year-Old Outcome
F.2.34			Demonstrate fluency and automaticity of addition and subtraction facts (sums to 5) [M A.2.2.2]
F.2.35			Use addition and subtraction tools to solve problems (i.e. number line, drawing, count on, count back) [M A.2.2.4]
F.2.36			Write and solve number sentences up to 10 [M A.2.2.5]
F.2.37		Joins (combines) and separates groups of objects [M A.2.3.1]	Understand situations that entail multiplication and division such as equal groupings of objects or dividing sets into equal groups (ten or fewer objects) [M A.2.3.1]
F.2.38			Demonstrate a logical process of estimating a group of objects up to 10 [M A.2.4.1]
F.2.39			Identify and define the +, - and = symbols [M A.2.4.6]
F.2.40			Solve addition and subtraction word problems for numbers less than 10 [M A.2.4.8]
F.2.41			Understand the inverse relationship between addition and subtraction (Fact Families 0-10) [M A.2.4.10]
F.2.42			Identify the number of groups of tens and ones in numbers less than 20 [M A.3.1.1]
F.2.43			Understand how to represent numbers from 11-19 as a 10 and ones [M A.3.1.4]
F.2.44			Divide shapes into equal parts (up to 4) [M A.4.1.1]
F.2.45			Model dividing shapes into parts by $\frac{1}{2}$ and $\frac{1}{4}$ [M A.4.1.2]

F.3 Children will explore and use shapes and objects for comparison and patterning.

F.3.1			Explain, classify and sort familiar shapes by various attributes [M A.2.5.1, D.1.1.3]
F.3.2			Identify, copy, extend and make simple patterns (AB, AAB, AABB, AAAB, etc.) [M A.2.5.7]
F.3.3		Recognizes, duplicates, and extends simple and original patterns [M A.2.5.7]	
F.3.4		Count and sort the categories of objects [M B.1.1.3]	Count and sort the categories of objects [M B.1.1.3]
F.3.5		Classify, count and sort objects into given categories [M B.1.1.4]	Compare and order a group of objects from greatest to least, longest to shortest, biggest to smallest [M B.1.1.4]
F.3.6			Describe how objects are grouped into general categories (e.g. desk, chair, sofa = furniture) [ELA R.3.23]
F.3.7	Recognizes 4-5 basic shapes [M C.1.1.1]	Recognizes 8 basic shapes: circle, square, triangle, rectangle, diamond, heart, star, oval [M C.1.1.1]	Identify and describe common geometric objects: circle, oval, triangle, square, rectangle, hexagon, rhombus, cube, cylinder, and sphere [M C.1.1.1]
F.3.8		Begin to recognize complex shapes: pentagon, hexagon, octagon, trapezoid [M C.1.1.2]	Identify objects as flat (plane) or solid (three dimensional) [M C.1.1.2]
F.3.9	Compare shapes and order by size [M C.1.1.4]	Compare shapes and order by size [M C.1.1.4]	Understand that a shape can have any orientation or size [M C.1.1.4]
F.3.10			Identify and describe, from memory, shapes seen in the surroundings (pictures, books, home, community) [M C.1.1.5]
F.3.11			Identify two- dimensional and three- dimensional shapes in various environments [M C.1.1.6]

F.3.12		Draw shapes [M C.1.2.1]	Draw simple flat shapes (square, circle, rectangle, oval, triangle, rhombus) [M C.1.2.1]
F.3.13		Use shapes to build and create new shapes [M C.1.2.2]	Construct flat shapes using a variety of materials [M C.1.2.2]
F.3.14			Compose simple shapes to create another shape (two triangles to make a square) [M C.1.2.4]
F.3.15	Categorize, describe and sort objects based on physical or functional similarities [M C.1.2.5]	Categorize, describe and sort objects based on physical or functional similarities [M C.1.2.5]	Compare and sort flat common objects by shape and size [M C.1.2.5]
F.3.16	Assembles puzzles of 5-10 intersecting pieces [M C.1.2.6]	Assembles puzzles of at least 12 intersecting pieces [M C.1.2.6]	Assembles puzzles of at least 25 intersecting pieces [M C.1.2.6]
F.3.17	Explore spatial relationship [M C.2.1.1]	Uses positional and comparative words to demonstrate understanding directions and location (i.e. on-top, below, bottom, over, under, above, on and next to) [M C.2.1.1]	Identify and describe relative positions in space and apply ideas about relative position (i.e. over, under, next to, behind, in front of, top, bottom, inside, outside, between, above, below, left, right, near, far) [M C.2.1.1]
F.3.18			Describe and demonstrate movement of an object's position (up, down, forward, backward) [M C.2.1.2]
F.3.19			Identify objects having equal parts [M C.3.1.1]
F.3.20			Recognize and represent shapes from different perspectives [M C.3.1.2]
F.3.21			Recognize and draw lines of symmetry [M C.3.1.3]
F.3.22			Describe and apply changes (transformations): turning and sliding shapes [M C.3.1.4]
F.3.23			Explain that directionality will not change the attributes of basic shapes [M C.3.1.9]

F.4 Children will understand the concept of measurement.

F.4.1	Recognize that objects can be measured by height, length and weight [M B.1.1.1]	Recognize that objects can be measured by height, length and weight [M B.1.1.1]	Make direct comparisons of temperature, length, capacity, weight, and height of objects (shorter/longer, taller/shorter, lighter/heavier, wider/narrower, warmer/cooler, hold more) [M B.1.1.1]
F.4.2			Measure length, capacity, and weight using non-standard single units (paper clips, cubes) and describe the measurement (i.e. This is 3 paper clips long. This weighs as much as 4 cubes) [M B.1.1.5]
F.4.3		Use tools to explore measuring [M B.1.1.6]	Utilize non-standard and standard measuring tools in play (rulers, measuring cups, scales) [M B.1.1.6]
F.4.4			Show how to measure with non-standard units [M B.1.1.7]
F.4.5			Demonstrate that objects can be weighed and measured [Sci P.S.A.5.1]
F.4.6		Recognize time intervals and language associated with time in everyday situations (morning, after lunch, yesterday, tomorrow) [M B.1.2.1]	Recognize concepts of time: morning, afternoon, evening, today, yesterday, tomorrow, week, month, and year [M B.1.2.1]
F.4.7	Recognizes the tool (a clock) that tells time [M B.1.2.2]	Recognizes the tool (a clock) that tells time [M B.1.2.2]	Recognize that clocks and calendars are tools to measure time [M B.1.2.2]
F.4.8		Recognize dates on a calendar indicates days and weeks of the year [M B.1.2.3]	Identify days of the week and months of the year [M B.1.2.3]
F.4.9			Identify time to the hour [M B.1.2.5]
F.4.10			Identify measures of capacity (cup, pint, quart, liter) [M B.1.3.1]
F.4.11		Predict capacity using more or less to different sized containers [M B.1.3.6]	Predict capacity [M B.1.3.6]

F.4.12			Identify measures of length (inches, centimeters, yard, meter) [M B.1.4.1]
F.4.13		Order three objects by length [M B.1.4.5]	Order three objects by length [M B.1.4.5]
F.4.14		Explore and experiment with a balance scale and pressure scale [M B.1.5.2]	Explore and experiment with a balance scale and pressure scale [M B.1.5.2]
F.4.15		Predict weight using more than/less than and heavier/lighter [M B.1.5.4]	Predict weight using more than/less than and heavier/lighter [M B.1.5.4]
F.4.16			Identifies names of coins (penny, nickel, dime, quarter) [M B.1.6.1]

F.5 Children will understand and use scientific tools and skills to extend their learning.

	3-Year-Old Outcome	4-Year-Old Outcome	5-Year-Old Outcome
F.5.1		Purposely seeks information through observation to satisfy curiosity or need for answers [Sci LS.B.1, SS H.E.]	Purposely seeks information through observation to satisfy curiosity or need for answers [Sci LS.B.1, SS H.E.]
F.5.2	Begin to identify cause and effect relationships [Sci SS B.B]	Begin to identify cause and effect relationships [Sci SS B.B]	Begin to identify cause and effect relationships [Sci SS B.B, SS H.A.]
F.5.3	Engages in behavior to investigate consequences; notices cause and effect relationships in daily environment [Sci ETS.1, SS B.A]	Engages in behavior to investigate consequences; notices cause and effect relationships in daily environment [Sci ETS.1, SS B.A]	Engages in behavior to investigate consequences; notices cause and effect relationships in daily environment [Sci ETS.1, SS B.A]
F.5.4	Works toward an objective, may use tools or others in the environment to obtain the objectives [Sci ETS.1]	Works toward an objective, may use tools or others in the environment to obtain the objectives [Sci ETS.1]	Works toward an objective, may use tools or others in the environment to obtain the objectives [Sci ETS.1]
F.5.5	Makes comparisons between objects that have been collected or observed [Sci ETS.1]	Makes comparisons between objects that have been collected or observed [Sci ETS.1]	Makes comparisons between objects that have been collected or observed [Sci ETS.1]
F.5.6			Demonstrate that problems may have many acceptable solutions [Sci ETS.1.1]
F.5.7	Use buttons/levers to produce desired responses [Sci ETS.7]	Use buttons/levers to produce desired responses [Sci ETS.7]	Use buttons/levers to produce desired responses [Sci ETS.7]
F.5.8		Uses books to look for information [Sci ETS.7, SS H.E.]	Uses books to look for information [Sci ETS.7, SS H.E.]
F.5.9		Uses magnifying glass (hand lens), binoculars and maps for investigation of the environment [Sci ETS.7]	Uses magnifying glass (hand lens), binoculars and maps for investigation of the environment [Sci ETS.7]
F.5.10			Plan and conduct investigations to describe and classify materials by their observable properties (color, texture, hardness, flexibility) [Sci PS.A.1.3]
F.5.11			Gather data within the classroom and determine the outcome of a certain inquiry [M D.1.1.1]
F.5.12			Interpret the data or graph, answer questions regarding the most, least, how many more/less, how many in all [M D.1.2.2]
F.5.13			Gather information from experience or provided text sources to answer specific question [ELA C.7.1]
F.5.14		Begin strategies for completing worksheets, forms, tests, etc. [ELA C.1..8]	Begin strategies for completing worksheets, forms, tests, etc. [ELA C.1..8]
F.5.15		Describes and records information through a variety of means, including discussion, drawings, maps, graphs and charts [SS H.E.]	Begins to apply information collected to similar situations designing own charts or graphs [SS H.E.]
F.5.16		Create a bar graph [M D.1.2.1]	Create and compare data, in graph format using a variety of manipulatives, including pictographs and tally marks [M D.1.2.1]
F.5.17	Locates object hidden from view [Sci PS.C.5.1]		
F.5.18	Creates mental images of objects and people not in immediate environment [Sci PS.C.5.2]	Creates mental images of objects and people not in immediate environment [Sci PS.C.5.2]	

	3-Year-Old Outcome	4-Year-Old Outcome	5-Year-Old Outcome
F.5.19	Asks questions, seeks information, and tests out possibilities as a group [Sci PS.C.5.3]	Asks questions, seeks information, and tests out possibilities [Sci PS.C.5.3]	Asks questions, seeks information, and tests out possibilities [Sci PS.C.5.3]
F.5.20		Asks simple scientific questions and draws conclusions based on previous experience [Sci PS.C.5.4]	Asks simple scientific questions and draws conclusions based on previous experience [Sci PS.C.5.4]
F.5.21			Make simple predictions based on data [M D.1.3.1]
F.5.22			Make plans for testing hypothesis to prove or disprove predictions [Sci PS.C.5.3]
F.5.23			Compare and test design solutions (Sci ETS.5.1)
F.5.24			Offer and seek explanations of questions using references such as books and computers [SS H.E.]
F.5.25			Make reasonable explanations, using data gathered [SS H.F.]

F.6 Children will learn about various scientific topics.

	3-Year-Old Outcome	4-Year-Old Outcome	5-Year-Old Outcome
F.6.1		Learn about stars, moon and sun [Sci ES.A.1.1]	Observe the predictable patterns of the sun, moon and stars, recognizing they are created by God [Sci ES.A.1.1]
F.6.2			Observe and describe the motion of the sun, the moon and the stars [Sci ES.A.1.2]
F.6.3		Learn about telescopes [Sci ES.A.1.3]	Identify and define the job of a telescope [Sci ES.A.1.3]
F.6.4			Realize that Earth is a planet that supports life [Sci LS.A.2.1]
F.6.5		Learn about seasons [Sci ES.A.4.1]	Learn about seasons [Sci ES.A.4.1]
F.6.6		Learn about sunrise and sunset [Sci ES.A.4.1]	Predict, observe and describe seasonal patterns of sunrise and sunset [Sci ES.A.4.1]
F.6.7		Learn about the day and night sky [Sci ES.A.4.2]	Compare the night sky to the daytime sky [Sci ES.A.4.2]
F.6.8			Use information from several sources to explain and provide evidence that Earth events can occur quickly or slowly (i.e. volcanic explosions, earthquakes, erosion of rocks) [Sci ES.C.1.1]
F.6.9			Learn about natural events, erosion and physical features of land [Sci ES.C.3]
F.6.10			Communicate solutions to reduce human impact on the environment [Sci ES.C.11.1]
F.6.11			Explain that sunlight warms the Earth's surface [Sci ES.D.1.1]
F.6.12			Describe, record and share observations of local weather conditions to describe patterns over time (i.e. morning to afternoon, day to day) [Sci ES.D.2.1]
F.6.13			Ask questions to obtain information about severe weather [Sci ES.D.8.1]
F.6.14			Discover that air temperature varies with time and place [Sci ES.D.9.1]
F.6.15			Measure air temperature using a thermometer [Sci ES.D.9.2]
F.6.16		Learn about the influences of technology and human made products [Sci ES.E.2, T B.5]	Learn about the influences of technology and human made products and they impact life [Sci ES.E.2, T B.5]
F.6.17		Learn about natural resources [Sci ES.E.2.1]	Identify the impact of changes plants, animals, and humans make on the environment (i.e. tree roots)

	3-Year-Old Outcome	4-Year-Old Outcome	5-Year-Old Outcome
			lift or break concrete, squirrels dig holes...) [Sci ES.E.2.1]
F.6.18			Understand humans use natural resources for everything they do [Sci ES.E.2.2]
F.6.19			Identify natural resources humans use [Sci ES.E.2.3]
F.6.20	Learn about Ice and Water [Sci PS.A.1]	Investigate how observable properties of matter can change (and mixed with water, melted ice or snow) [Sci PS.A.1.1]	Investigate how observable properties of matter can change (and mixed with water, melted ice or snow) [Sci PS.A.1.1]
F.6.21			Classify matter by its observable properties – solid, liquid [Sci PS.A.1.1]
F.6.22			Know that earth materials consist of solid rocks, soils, liquid water, and the gasses of the atmosphere and have different properties [Sci PS.A.1.2]
F.6.23			Recognize that heating and cooling a substance may cause observable changes [Sci PS.A.5.2]
F.6.24		Learn about matter – solids and liquids [Sci PS.A.7.1]	Learn about matter – solids and liquids [Sci PS.A.7.1]
F.6.25		Learn about motion – push, pull, force and sliding [Sci PS.C.1.1]	Investigate strengths and directions of pushes and pulls of an object [Sci PS.C.1.1]
F.6.26			Understand when objects touch or collide, they push on one another and can change motion [Sci PS.C.1.2]
F.6.27			With guidance, plan and conduct and explain an investigation demonstrating pushes and pulls on the motion of an object [Sci PS.C.1.3]
F.6.28			Demonstrate pushes and pulls can have different strengths and directions. [Sci PS.C.4.1]
F.6.29			Demonstrate pushing and pulling on an object can change the speed or direction of its motion and can start or stop it. [Sci PS.C.4.2]
F.6.30			Demonstrate a situation that people want to change or create can be approached as a problem to be solved through engineering. Such problems may have many acceptable solutions [Sci PS.C.4.3]
F.6.31		Learn about energy – sunlight, friction, push and pull [Sci PS.D.3.1]	Explain that when objects rub against each other it is called friction [Sci PS.D.3.1]
F.6.32			Demonstrate that friction can create warmth [Sci PS.D.3.1]
F.6.33			Understand that every human-made product is designed by applying some knowledge of the natural world created by God and is built using materials God gave humans. (Sci PS.D.10.1)
F.6.34			Investigate how sound can make matter vibrate and vibrating matter can make sound [Sci PS.E.1.1]
F.6.35			Describe how people use their senses to detect light, sound and vibrations. [Sci PS.E.1.2]
F.6.36			Demonstrate how waves are made in water by disturbing the surface [Sci PS.E.2.1]
F.6.37			Understand that waves are regular patterns of motion [Sci PS.E.3.1]
F.6.38			Observe how objects can be seen if light is available to illuminate them or if they give off their own light [Sci PS.E.4.1]

	3-Year-Old Outcome	4-Year-Old Outcome	5-Year-Old Outcome
F.6.39			Learn about waves – water motion, vibrating sound, mirrors, light, reflection and lenses (Sci PS.E.5.1]
F.6.40			Identify materials that allow light to pass through them, allow only some light through and block light and create a dark shadow on any surface beyond them. [Sci PS.E.5.1]
F.6.41			Investigate to determine the effect of placement of objects in the path of a beam of light [Sci PS.E.6.1]
F.6.42			Understand mirrors can be used to redirect light beams [Sci PS.E.7.1]
F.6.43			Design or build a device that uses light or sound to solve the problem of communicating over a distance [Sci PS.E.9.1]
F.6.44			Describe how people can use devices to communicate [Sci PS.E.9.1]
F.6.45	Learn about animals/bugs, food, nature and plants [Sci LS.B.1]	Learn about organisms (purposes, plants and animals, food, light, senses, environment) [Sci LS.B.1]	Observe and describe patterns of what plants and animals (including humans) need to survive. [Sci LS.B.1.1]
F.6.46		Learn about ecosystems – survival, food, shelter, and human impact [Sci LS.B.1]	Learn about ecosystems – survival, food, shelter, and human impact [Sci LS.B.1]
F.6.47			Use observations (firsthand or media) to describe patterns in the natural world to answer scientific questions. (Sci LS.B.1.2)
F.6.48			Explain how animals depend on their surroundings to get what they need. (Sci LC.B.1.3)
F.6.49			Plan and conduct investigations to determine levels of sunlight and water plants need to grow and survive (Sci LS.B.2.1)
F.6.50	Show awareness of differences in their environment (small, touch, sight, sound and taste) [Sci LS.B.5]	Show awareness of differences in their environment (smell, touch, sight, sound and taste) [Sci LS.B.5]	Show awareness of difference in their environment (smell, touch, sight, sound and taste) [Sci LS.B.5]
F.6.51	Identify and investigate the physical qualities of living and nonliving things [Sci LS.B.5]	Recognizes and responds to differences in the environment [Sci LS.B.5]	Recognizes and responds to differences in the environment [Sci LS.B.5]
F.6.52			Discriminates properties of nature, using a variety of senses (part of whole, living/non-living, weather, etc.) [Sci LS.B.5]
F.6.53		Identifies and investigates the physical qualities of living and nonliving things [Sci LS.B.5]	Identify and investigate the physical qualities of living and nonliving things [Sci LS.B.5]
F.6.54		Explores and formulates conclusions based on observation and past experiences [Sci LS.B.5]	Explore and formulate conclusions based on observation and past experiences [Sci LS.B.5]
F.6.55			Make reasonable explanations, using data gathered from observations and experiments [Sci LS.B.5]
F.6.56			Offer and seek explanations of questions and experiments using references such as books and computers [Sci LS.B.5]
F.6.57			Understand living things need water, air and resources from the land, and they live in places that have the things they need [Sci LS.B.8.1]
F.6.58			Classify different types of animal groupings [Sci LS.B.9.2]
F.6.59			Explain how plants and animals (including humans) can change their environment to meet their basic needs [Sci LS.B.10.1]
F.6.60			Describe the relationship between the needs of different plants and animals (including humans) and where they live [Sci LS.B.11.1]

	3-Year-Old Outcome	4-Year-Old Outcome	5-Year-Old Outcome
F.6.61			Understand God created all organisms with external parts that help them survive [Sci LS.C.1.1]
F.6.62			Identify parts of a plant (roots, stems, leaves, flowers, fruits) that help them survive [Sci LS.C.1.2]
F.6.63			Design a solution to a human problem by mimicking how plants and animals external parts help them survive [Sci LS.C.1.3]
F.6.64			Identify that God has created, living and nonliving things (plants, animals, rocks, rainbows, water...) and their characteristics. [Sci LS.C.3.1]
F.6.65			Explain how animals respond to their environment. [Sci LS.C.5.1]
F.6.66			Describe how animals use their senses to get information needed for growth and survival. [Sci LS.C.5.2]
F.6.67			Observe that human bodies have similarities and differences. [Sci LS.C.7.1]
F.6.68			Investigate how our ears allow us to hear sound differences, quality and direction [Sci LS.C.7.2]
F.6.69			Investigate how our eyes provide us with our sense of sight [Sci LS.C.7.3]
F.6.70			Investigate how our skin enables us to use our sense of touch [Sci LS.C.7.4]
F.6.71			Identify and describe major body parts [Sci LS.C.7.5]
F.6.72			Identify types of teeth and their functions [Sci LS.C.7.6]
F.6.73			Describe how to properly care for teeth [Sci LS.C.7.7]
F.6.74			Identify foods that contribute to strong bones and teeth [Sci LS.C.7.8]
F.6.75			Observe and describe how human body parts have functions that are adapted for special tasks [Sci LS.C.7.9]
F.6.76			Observe and record how young plants and animals are similar to but not exactly like their parents [Sci LS.C.9.1]
F.6.77			Illustrate that animals and plants have life cycles [Sci LS.D.1.1]
F.6.78			Identify the life cycle of an insect [Sci LS.D.1.2]
F.6.79			Identify the parts of a plant and its life cycle [Sci LS.D.1.3]
F.6.80		Learn about heredity – similar and different characteristics [Sci LS.D.2]	Learn about heredity – similar and different characteristics [Sci LS.D.2]
F.6.81		Learn about biodiversity – dinosaurs extinct, fossils and where things live [Sci LS.F.1]	Learn about biodiversity – dinosaurs extinct, fossils and where things live [Sci LS.F.1]

F.7 Children will begin to learn about the economy and geography.

	3-Year-Old Outcome	4-Year-Old Outcome	5-Year-Old Outcome
F.7.1		Play Store [SS E.B]	Tell about the difference between buying and selling [SS E.B]
F.7.2			Begin to understand the use of trade to obtain goods and services [SS E.C]
F.7.3			Identify the cost of everyday goods (e.g. mile, bread, fruit, vegetables, cheese) [SS E.C.]

	3-Year-Old Outcome	4-Year-Old Outcome	5-Year-Old Outcome
F.7.4			Categorize types of money (e.g. coins, bills, credit card) and explain why money is used [SS E.C.]
F.7.5			Identify school and Church workers and what they do (SS E.D)
F.7.6			Hypothesize how a good gets to the local community market [SS E.D]
F.7.7			Explain what major public, private and tribal institutions (e.g. schools, police, fire station) do for people [SS E.D]
F.7.8		Learn symbols, songs, and traditions that identify our state and country (e.g. American flag, Pledge of Allegiance) [SS P.A.]	Learn symbols, songs, and traditions that identify our state and country (e.g. American flag, Pledge of Allegiance) [SS P.A.]
F.7.9			Name the President of the United States [SS P.C.]
F.7.10			Participate in voting as a way of making choices [SS P.C.]
F.7.11			Recognize the difference between maps and globes [SS G.A]
F.7.12			Construct a map (paper or digital) of a familiar place (i.e. bedroom, classroom, playground) [SS G.A]
F.7.13			Classify the local community as neighborhood, school, family, rural, town, city, tribal [SS G.A]
F.7.14			List some characteristics of the local community (e.g. weather and climate, population, landforms, vegetation, culture, industry) [SS G.D]
F.7.15			Describe how certain places have meanings that distinguish them from other places (e.g. shopping mall, park, places of worship) [SS G.D]
F.7.16			Identify how humans and the environment affect each other [SS G.E]
F.7.17			Identify patterns of what stayed the same and what changes over time [SS H.B.]
F.7.18			Read timelines – what happened before, what happened after [SS H.B.]
F.7.19			Explain how something happening outside your home can affect your family [SS H.B.]
F.7.20			Recall information about the immediate past [SS H.C.]