







the rights of others.									
Identifies qualities that make a good friend.									
Plays independently, in pairs, and cooperatively in small groups.									
Initiates play and know how to enter into a group of children who are already involved in play.									
Take turns, share, and be courteous to others, using words such as “thank you,” “please,” and “excuse me.”									

**APPROACHES TO LEARNING**

	<b>September</b>	<b>October</b>	<b>November</b>	<b>December</b>	<b>January</b>	<b>February</b>	<b>March</b>	<b>April</b>
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<b>Curiosity and Eagerness</b>								
Chooses to participate in a wide variety of activities and demonstrate willingness to try new experiences								
Asks questions to find answers and wonders why.								
Demonstrates eagerness to find out more about other people and to discover new things in the environment.								
<b>Initiative and Persistence</b>								
Demonstrates persistence by working toward completing tasks, and sustains attention and focus on activities.								
Selects and engages in activities, moving independently from one activity to another, and demonstrates self-direction when making choices.								
Demonstrates self-help skills, including selecting								

toys and materials to use in activities and returning them when finished.								
<b>Problem Solving and Reflection</b>								
Attempts several different strategies when encountering difficulty during daily routines or in the use of materials.								
Demonstrates satisfaction or delight when solving a problem or completing a task.								
Demonstrates thinking skills and verbal problem-solving skills (uses self-talk and thinking aloud to solve problems).								
Demonstrates resiliency and coping skills when faced with challenges.								
Seeks help from adults and peers when needed.								
<b>Invention and Imagination</b>								
Explores and experiments with a								

wide variety of materials and activities.								
Makes independent decisions about materials to use in order to express individuality.								
Develops creative solutions in play and daily situations.								
Engages in fantasy play, taking on pretend roles with real or imaginary objects.								
Uses imagination to try new ways of doing things and works with materials in creative ways.								



person, a picture for the real object.)								
Recognizes own first name in print								
Demonstrates knowledge of the Alphabetic Principle, the concept that the sounds of speech can be represented by one or more letters of the alphabet.								
Identifies at least 10 letters of the alphabet, especially those in their own name.								
Demonstrates knowledge of the basic concepts of print, such as knowing the differences between pictures, letters, and words.								
<b>Writing</b>								
Demonstrates motivation to draw and write during play, experimenting with writing tools, such as pencils, crayons, markers, and the computer keyboard.								
Demonstrates understanding that their spoken words can be represented with written letters or								

symbols as they dictate.								
Uses scribbling and drawing to represent their ideas and then begins to use letters and developmental or invented spelling of words to communicate a message.								
Attempts to write their own names using a variety of materials.								
Uses environmental print (such as signs, labels on food, and general print around them) to help in their writing, and asks adults for help in writing messages, lists, and stories.								
<b>Listening and Phonological Awareness</b>								
Listens and responds to conversations with adults and other children during play.								
Identifies sounds and words in their daily environment.								
Listens attentively to books and stories.								



Uses complete sentences of varying length to express ideas and feelings through spoken language, sign language, or other forms of communication.									
Initiates and engages in conversation and discussions with adults and other children.									
Tells real or imaginary stories that have a recognizable beginning, middle, and end.									
<b>Learning New Languages</b>									
Names at least one example of a language other than their home languages.									
Says simple greetings in another language, such as “hola” (“hello” in Spanish) and “adios” (“good-bye” in Spanish) or use sign language to express a greeting.									
<b>For a child learning English as a new language:</b>									
Listens to peers and adults speaking in English to learn new information, and shows some understanding of the language.									
Engages in nonverbal communication with those who speak a language other than their native languages									
Plays with the sounds and intonation of the English language as well as their home languages.									
Identifies names of common objects in the environment.									
Uses simple words and phrases to communicate with adults and other children.									



terms first, last, and first through fifth.								
Separates a collection of 10 items into 2 equal groups.								
Gives up to 5 items when requested.								
<b>Shapes</b>								
Recognizes and names circle, triangle and rectangle (which includes square).								
Builds and describes two-dimensional shapes, such as making circles and triangles with blocks and play dough.								
Recognizes that a shape remains the same shape when it changes position.								
Sorts and matches objects with the same shape and size, and lays an object of the same shape and size on top of another to show they are the same.								
Makes a picture by combining shapes.								
Takes a shape apart (decompose) to make								

<p>new shapes, such as finding two triangles in a square.</p>								
<p>Demonstrates and begins to use the language of the relative position of objects in the environment and play situations, such as up, down, over, under, top, bottom, inside, outside, in front, behind, between, next to.</p>								
<p>Creates two-dimensional shapes and three-dimensional structures that have symmetry.</p>								
<p><b>Measurement</b></p>								
<p>Compares length and other attributes of objects, using the terms bigger, longer, and taller.</p>								
<p>Compares two objects by placing one on top of another and indicates which object takes up more space.</p>								







Explores ways to move objects, such as pushing or pulling and describe these motions.								
<b>Life Science</b>								
Observes and classifies living things as animals or plants and use words to describe them.								
Demonstrates knowledge that living things have basic needs, such as food, water, and air.								
Demonstrates knowledge that plants, animals, and humans live in environments that support their needs, such as fish living in water.								
Recognizes that living things, including themselves, change and grow throughout their life cycles.								
<b>Earth and Space Science</b>								
Explores the properties of earth materials, such as sand and water, through play.								

Names objects in the sky, including sun, moon, clouds, and stars.								
Describes differences between night and day.								
Recognizes and describe current conditions and changes in the weather.								
Observes and describe basic changes in the seasons.								
<b>Science and Technology</b>								
Uses tools or objects in the environment to solve problems or complete tasks.								
Uses the computer and other technology, if available, to explore how their actions can cause an effect.								
Identifies some objects as being found in nature and others as being made by people.								
<b>Science, Environment and Society</b>								



learning about the traditions of others.								
Demonstrates understanding that there are diverse families and cultures and all have value.								
<b>Community/Civics</b>								
Demonstrates confidence in expressing individual opinions and thoughts.								
Demonstrates respect for the thoughts and opinions of others, even when different from their own.								
Demonstrates understanding that communities are composed of groups of people who live, play, or work together and identify communities to which they belong.								
Participates in creating and following rules and routines.								
Takes responsibility for simple tasks that contribute to the well-being of the group.								
<b>History/Time</b>								

Describes past, current and future events.								
Describes their day and coming activities in terms of daily routines (first we..., then we...).								
Describes how a past event relates to something happening currently or in the future.								
Shares stories or pictures about themselves in the past.								
<b>Geography/Places, People and Environments</b>								
Describes where they live and where others live in relationship to them.								
Identifies various living environments, such as farm, ranch, city, town, and country.								
Describes familiar places in their environment, such as a house, classroom, park, lake, or river.								
Draws or builds representations of familiar places with a variety of materials.								

Identifies various weather conditions and seasons and how they affect what we wear and what we do.								
Names natural resources, such as water, soil, clean air, and trees, describes how they help us, and how we can be good stewards of the environment.								
<b>Economics</b>								
Identifies several community helpers and the services they provide.								
Describes source of familiar foods, such as milk, apples, and eggs.								
Expresses knowledge that money can be used to purchase goods.								
Demonstrates understanding that people work to earn money to provide for their families and buy what they need.								

## HEALTH AND PHYSICAL DEVELOPMENT

	September	October	November	December	January	February	March	April	May
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<b>Health and Safety</b>									
Recognizes and identifies nutritious foods.									
Independently practices personal care and self-help skills, including washing hands, brushing teeth, toileting, dressing, and eating.									
Knows how and when to alert adults to dangerous situations.									
Recognizes basic safety symbols, including stop signs, red lights, and poison symbols.									
Follows street, vehicle, and bike safety rules, such as looking both ways before crossing, and									









culture and community, as well as others.								
<b>Music</b>								
Shows enjoyment and participate in a variety of musical and rhythmic experiences, including singing, listening, and using musical instruments.								
Uses music to communicate and express feelings, ideas, and experiences								
Notices and imitate changes in vocal and instrumental music (high and low, loud and soft, etc.)								
Shows appreciation for a variety of music, including that of their own culture and community as well as others.								
<b>Creative Movement</b>								
Participates in a variety of creative movement experiences, which								

could include dance and rhythmic activities.								
Explores ways to move imaginatively with and without music, such as stretching, galloping, twisting, bending, swaying, marching, and clapping.								
Uses movement to communicate and express feelings, ideas, and experiences.								
Responds and move to the beat, tempo, and dynamics of music.								
Shows appreciation for a variety of expressive movement, including that of their own culture and community, as well as others.								
<b>Dramatic Play</b>								
Participates in a variety of spontaneous, imaginative play experiences alone or with others and creates and engages in increasingly								

detailed and extended scenarios in their dramatic play.								
Uses dramatic play to communicate and express feelings, ideas, and experiences.								
Uses words and actions to imitate a variety of familiar stories, roles, and real-life or fantasy experiences.								
Uses materials and props to represent objects in creative play.								
Shows appreciation for a variety of dramatic experiences from their own culture and community as well as others, including storytelling, puppetry, and theater.								