

Literacy Curriculum (3-4 Year Olds)

Symbolic Development

Learning Standard	Benchmark
Demonstrates feelings and ideas in a variety of ways.	Expresses feelings, needs, and ideas appropriately throughout social interactions, pretend play and consistent routines.

Spoken and Expressive Language

Learning Standard	Benchmark
Demonstrates the use of language to communicate ideas, feelings, and questions to solve problems.	Responds to and initiates conversations with adults and children using statements and/or questions.

Listening and Receptive Language

Learning Standard	Benchmark
Demonstrates listening skills that lead to evidence of understanding.	Responds to open ended questions. Follows simple one or two-step directions.

Written Language

Learning Standard	Benchmark
Demonstrates the use of writing to express or communicate.	Makes pictures, approximations of letters, or known letters to independently convey meaning and is beginning to tell about the writing.

Knowledge of Print and Books

Learning Standard	Benchmark
Demonstrates book knowledge.	Demonstrates book-handling skills by holding book right side up, turning each page and locating the title of the book.
Demonstrates and awareness of print.	Asks what words in books and the classroom environment say.

Sounds of Language (Phonological Awareness)

Learning Standard	Benchmark
Demonstrates an awareness of the sounds of language.	Recites interesting sounds words from songs, rhymes, finger plays, stories and expresses delight in playing such words.

Alphabet Knowledge

Learning Standard	Benchmark
Demonstrates an understanding of letter knowledge.	Recognizes letters in own name and begins to locate the letters in words around the environment.
Demonstrates an awareness of letters and words in the school environment.	Recognizes new print in the environment and asks what it says.

Mathematics Curriculum **(3-4 Year Olds)**

Number and Operations

Learning Standard	Benchmark
Uses number to show quantity.	Rote counts up to 20. Accurately counts objects to 5. Compares groups of 1-6 objects by matching.
Uses language to represent number of objects.	Adds and subtracts very small quantities (between 1 and 3 objects). Investigates halves.
Solves problems using number.	Instantly recognizes collections up to 4 when briefly shown and verbally names the number of items.
Uses numerical representations.	Begins to write or draw numbers 1-5.

Patterns and Relationships

Learning Standard	Benchmark
Recognizes relationships in the environment.	Matches and sorts objects according to a given characteristic.
Uses patterns in the environment.	Extends an AB pattern.

Geometry and Spatial Sense

Learning Standard	Benchmark
	Begins to fill outlined puzzles using trial and error.
Investigates positions and locations.	Uses positional words (front, back, in, out, open, closed, behind, in front of, top, bottom, over under, up and down)
Explores shapes in the environment.	Identifies circles, squares, triangles, and rectangles.

Measurement

Learning Standard	Benchmark
Makes comparisons.	Able to determine which object is longer or if objects are the same size when objects are lined up next to each other.
	Informally compares other measurable features.
Uses measurement.	Explores ways to measure.

Exploring Data

Learning Standard	Benchmark
Collects, organizes, and uses information.	Sorts objects according to a given attribute and can switch rules for sorting.
	Explores collecting, organizing, and using data.

Social and Emotional Curriculum

(3-4 Year Olds)

Social Emotional Development

Learning Standard	Benchmark
Establishes peer relationships and demonstrates conflict resolutions skills.	<p>Uses words in a moderated tone during conflicts with adult facilitation.</p> <p>Refrains from physical altercation with peers by using words or walking away with adult facilitation.</p> <p>States part of the Kangaroo Code and gives examples of how you take care of yourself, others, and our school some of the time.</p> <p>Follows Kangaroo Code with verbal prompts.</p> <p>Plays with one or more friends in class daily or several times a week with adult facilitation or direction.</p> <p>Follows limits set by adults with verbal prompts.</p>
Demonstrates ability to concentrate and attend to task(s).	<p>Stays on task until task is completed with verbal/visual prompts, or requests adult permission to leave an activity some of the time.</p> <p>Attends to large group instruction using a good listening body with verbal, visual and/or physical supports.</p>
Exhibits social and emotional competence.	<p>Recognizes own feelings, as well as the feelings of others and understand the expected behavior (i.e. apology, empathy, sympathy).</p> <p>Demonstrates cooperative play by sharing and taking turns with adult assistance.</p>

Science Curriculum

(3-4 Year Olds)

Physical Science

Learning Standard	Benchmark
Explores and investigates physical properties of objects and materials.	Shows interest and asks questions about objects and materials.
Solves problems involving physical properties of objects and materials.	Identifies problems and experiments with objects to produce desired effects (e.g. moves a ramp to make a car go at a different speed).
Represents observations of the physical world in a variety of ways.	Represents observations through pretend play, music, movement, art and/or construction consistently (e.g. intentionally mixes blue and yellow paint to make green).

Life Science

Learning Standard	Benchmark
Explores and investigates characteristics of living things.	Shows interest consistently and may ask questions about the natural world (e.g. comments on changes in living things and/or asks, "How do fish breathe?"). Shows knowledge of the characteristics of living things (e.g. matches mother animals with their babies).
Solves problems related to living things.	Identifies problems and makes predictions based on experiences with living things (e.g. "If we don't water the plant, it will die.").
Represents observations about living things in a variety of ways.	Represents observations through pretend play, music, movement, art and/or construction consistently (e.g. pretends to be an animal).

Earth and Space

Explores and investigates properties of earth and space.	Shows an interest, observes and/or uses tools to explore earth and space (e.g. notices shadows, plays with measuring devices). Asks questions and shows knowledge of changes in earth and space (e.g. “Why is the moon out in the daytime?”).
Solves problems involving earth and space.	Identifies problems and makes predictions based on experiences with earth and space (e.g. “I might fall on the ice.”).
Represents observations about earth and space in a variety of ways.	Represents observations consistently through discussions, pretend play, music movement, art and/or construction (e.g. notices shadows, plays with measuring devices.).

Physical Development, Health, and Safety Curriculum **(3-4 Year Olds)**

Physical Development

Learning Standard	Benchmark
Controls body movements.	Rolls body in one direction, bends/stretches/twists/turns, gallops/hops/balances on one foot, and “stops” or “freezes” then changes directions while playing a game.
Uses large muscle movements to manipulate objects.	Bats at and/or rolls a ball, throws and bounces a ball, kicks and catches a ball, and rides a tricycle or other wheeled toy with pedals.
Performs fine motor tasks.	Completes all classroom projects/functions using the following items: glue, play-doh, buttons, zippers, snaps, string beads, small connecting blocks, lacing cards, paintbrushes, scissors, eating utensils, and pencil/crayon/marker with fingered grasp.

Exhibits sensory awareness.

Exhibits body awareness.

Participates in messy play, responds to environmental sounds, comments on smells or tastes, finds details in illustrations, identifies objects in a “feely” bag by touch, and hits a target with a ball or beanbag.

Moves body forward, backward, up, down, and sideways.

Plays games involving movement and directions (e.g. tag, obstacle course).

Health

Learning Standard

Shows independence in personal hygiene.

Exhibits body strength and endurance.

Benchmark

Uses a napkin to wipe face and hands at meals.

Requests assistance with hygiene when needed.

Washes and dries hands.

Manages toileting independently.

Climbs a ladder to the slide.

Pours liquid from a small pitcher.

Maintains hold from hanging from a bar.

Engages in animal walks (e.g. duck, crab, frog, bear, wheelbarrow).