

Literacy Curriculum **(4-5 Year Olds)**

Symbolic Development

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

Spoken and Expressive Language

Learning Standard	Benchmark
Uses language to communicate ideas, feelings, questions, or to solve problems.	Uses language to pretend, initiate and participate in discussions with peers and adults to maintain conversation, and ask questions to gain information.

Listening and Receptive Language

Learning Standard	Benchmark
Uses listening skills for different purposes.	Responds to open-ended questions related to personal experience. Follows two-step directions.

Written Language

Learning Standard	Benchmark
Uses writing as a means of expression and communication.	Communicates thoughts and ideas through drawing, marks, scribbles, and letter-like forms. Uses a variety of writing tools and materials (e.g. pencils, chalk, markers, and computers) in play for a variety of purposes (e.g. labels, lists, signs).

Knowledge of Print and Books

Learning Standard	Benchmark
	Locates parts of a book (e.g. front cover, back cover, title and text).
Applies early reading skills.	Locates the text.
	Points from left to right along a line of text.

Sounds of Language (Phonological Awareness)

Learning Standard	Benchmark
Attends to sounds in language.	Identifies pairs of rhyming words (e.g. spoon-moon, Jill-hill).
	Identifies the initial sound in a word: "Sam has /s/."

Alphabet Knowledge

Learning Standard	Benchmark
Associates the names of letters with their shapes.	Names 6-16 letters including letters in own name.
	Recognizes the difference between upper and lower case letters.
Identifies letters in the class environment.	Identifies specific letters within words and sentences in the class environment.

Mathematics Curriculum (4-5 Year Olds)

Number and Operations

Learning Standard	Benchmark
Uses number to show quantity.	Rote counts up to 30 and backwards from 10. Accurately counts objects to 10.
Uses language to represent number of objects.	Compares sets of objects by counting (up to 5 objects) Combines small groups of objects (up to 5 objects in each group) and names how many. Separates some from a group of up to 5 objects and names how many are left.
Solves problems using number.	Explores halves and wholes. Names how many there are in a group of up to five objects without counting. Uses one-to-one correspondence to solve problems. For example, a child puts a cup with each napkin when setting the table.
Uses numerical representations.	Uses one-to-one correspondence to compare the size of a group of objects. Uses drawings to represent quantities up to 5. Identifies numerals in everyday situations (1-10). Uses ordinal numbers (first, second, third, last) to tell the position of objects. Writes some numerals. Matches numeral with quantities up to 5.

Patterns and Relationships

Learning Standard	Benchmark
Recognizes relationships in the environment.	Matches, sorts, and regroups objects according to one or more characteristics and explains how the grouping was done. Orders six objects according to relative differences (size, length, height)
Uses patterns in the environment.	Can extend patterns (AB, ABBA, ABC) Creates simple patterns when drawing or constructing.

Geometry and Spatial Sense

Learning Standard	Benchmark
	Can put several geometric shapes together to make a picture.
Investigates positions and locations.	Uses actions and words to indicate understanding of position and location (up, down, forward, backward, away from, toward, low, high, above, below, on, off, in, out, next to, between).
	Investigates and talks about the characteristics of shapes.
Explores shapes in the environment.	Creates and duplicates shapes. Identifies and names some shapes (circle, square, triangle, rectangle) in various sizes and orientations. Talks about how shapes are alike and different.

Measurement

Learning Standard	Benchmark
Makes comparisons.	Uses a variety of language to describe and compare measurable features of objects (shorter, taller, wider, bigger, heavier, lighter, holds more, hot, cold)
	Uses language associated with time in everyday situations.
Uses measurement.	Explores ways to measure. Can align two objects to determine which is longer or if they are the same.

Exploring Data

Learning Standard	Benchmark
Collects, organizes, and uses information.	Ask questions to gather information. Evaluates information in graphs to answer questions. Sorts and classifies objects into groups and sometimes explains how the grouping was done.

Social and Emotional Curriculum (4-5 Year Olds)

Social and Emotional Development

Learning Standard	Benchmark
Establishes peer relationships and demonstrates conflict resolution skills.	<p>Uses words in a moderated tone and/or request adult help during conflicts some of the time.</p> <p>Refrains from physical altercations with peers by using words or requesting adult assistance some of the time.</p> <p>States the Kangaroo Code and gives examples of how you take care of yourself, others, and our school.</p> <p>Follows the Kangaroo Code with occasional verbal prompts some of the time.</p> <p>Establishes at least one friend in class that he/she plays with daily or several times a week.</p> <p>Follows limits set by adults with one verbal prompt.</p>
Demonstrates ability to concentrate and attend to tasks(s).	<p>Stays on task until task is completed, or requests adult permission to leave an activity some of the time.</p> <p>Attends to large group instruction using a good listening body some of the time.</p>
Exhibits social and emotional competence.	<p>Recognizes own feelings, as well as those of others and understands the expected behavior (i.e. apology, empathy, sympathy.)</p> <p>Demonstrates cooperative play through ability to share and take turns some of the time.</p>

Physical Development, Health, and Safety Curriculum (4-5 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.	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.
Exhibits body awareness.	Moves body forward, backward, up, down, and sideways. Plays games involving movement and directions (e.g. tag, obstacle course).

Health

Learning Standard	Benchmark
Shows independence in personal hygiene.	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.
Exhibits body strength and endurance.	Pours liquid from a small pitcher.
	Maintains hold from hanging from a bar.
	Engages in animal walks (e.g. duck, crab, frog, bear, wheelbarrow).
	Participates independently in emergency drills.
	Stays with an adult when crossing the street or parking lot.
Exhibits safe behavior.	Identifies dangerous objects.
	Recognizes trusted adults (i.e. police officers, fire fighters, etc.).
	Seeks out help in an emergency.

Science Curriculum **(4-5 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.

Solves problems involving earth and space.

Represents observations about earth and space in a variety of ways.

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?”).

Identifies problems and makes predictions based on experiences with earth and space (e.g. “I might fall on the ice.”).

Represents observations consistently through discussions, pretend play, music movement, art and/or construction (e.g. notices shadows, plays with measuring devices.).