

DIOCESE OF TOLEDO

*PRESCHOOL
STANDARDS*



Catholic Youth and School Services
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REVIEW PROCESS

Under the direction of the Superintendent and Assistant Superintendent Curriculum Consultants facilitated the PreSchool Standards Revision process. During the spring of 2006, the review committee examined the 1995 Diocesan PreSchool Course of Study comparing the content with the newly released Ohio PreSchool Standards. Minor changes brought the documents into alignment while maintaining the emphasis on the growing spirituality of the young child.

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DIOCESE OF TOLEDO PHILOSOPHY

“The duty of human perfection, like the whole universe, has been renewed, recast, supernaturalized, in the Kingdom of God. It is a truly Christian duty to grow... and to make one’s talents bear fruit...It is a part of the essentially Catholic vision to look upon the world as maturing--not only in each individual or in each nation, but in the whole human race.”
(Teilhard de Chardin, The Divine Milieu)

The schools of the Catholic Diocese of Toledo assist parents in preparing their youngsters to assume their Christian vocation. The schools enable youngsters to perfect and grow in the knowledge, skills, values and attitudes to which they are called by Jesus Christ. This vocation begins and grows as each member hears the message of the Gospel, seeks to achieve a personal relationship with Jesus Christ, and shares in a commitment of love and service of God and others in order to transform self and society.

Christian education in the Toledo diocesan schools is intended to make students become people of faith who can experience--inside and outside the school setting--learning and living in the light of this faith commitment. Students are instructed in human knowledge and skills in order to best relate human culture to God’s plan for his evolving creation. Religious education, i.e., instruction in truths and development of values, is of primary concern. This religious education serves as the basis by which students can integrate their experiences of learning and living at each stage of their development.

This integration thrives in a thoroughly Christian atmosphere where faculties and staffs share and demonstrate in their professional and private lives this same commitment to personal perfection and growth in Jesus Christ.

Toledo diocesan schools enable students to extend their personal faith commitment through prayer and by serving others. Together with faculty and staff, students participate in liturgical activities, which foster community. Students explore ways to meet the challenges of tensions and conflicts, which occur in community, especially in peacemaking and the achievement of justice. Gospel values impel students to special concern for all who suffer any disadvantage. Students are enabled to commit themselves to the public interest by developing the skills and talents needed to contribute to the life of the nation.

This experience of integrating learning and living a commitment of faith is a reason for hope. It is the duty of the schools of the diocese of Toledo to continually explore and rekindle hope for the future in the light of the present reality of the universe. Engaging our members--and the community-at-large--in a search for growth and perfection is our never-ending obligation. Our ultimate goal is union with Jesus Christ, “the way, the truth and the life.”

PreSchool Standards

Religion

1. Doctrine

Introduction to God

- 1.1 Begin to realize that God is loving and good.
- 1.2 Begin to know that God made us and loves us.
- 1.3 Begin to realize that God gave us special people to love and care for us.

Introduction to Jesus

- 1.4 Begin to understand that God sent his Son, Jesus as a baby.
- 1.5 Begin to explore Jesus' teachings as a man, "Love one another".

Introduction to Mary

- 1.6 Know that Mary is the Mother of Jesus

2. Scripture

The Bible

- 2.1 Begin to learn the Bible is a holy book.
- 2.2 Understand the Bible is about God and God's people.

Old Testament

- 2.3 Share the Creation Story.
- 2.4 Believe God made the world good for us.

New Testament

- 2.5 Share the Christmas story – Jesus' birth.
- 2.6 Identify Jesus' family.

3. Prayer and Worship

Prayer

- 3.1 Begin to explore prayer as talking to and listening to God.
- 3.2 Begin to recognize and participate in group prayer.
- 3.3 Demonstrate reverence while praying.
- 3.4 Begin to understand that prayers can be said any time and in any place.
- 3.5 Begin to recite prayers of thankfulness and forgiveness.

Worship

- 3.6 Begin to learn that singing is a form of prayer.
- 3.7 Begin to experience that silence is a part of worship.

4. Catholic Values

- 4.1 Begin to follow simple rules (Lifelong Guidelines and Lifeskills).
- 4.2 Develop respect for all of God's gifts (e.g., people, animals, non-living things and the earth).
- 4.3 Develop care and concern for others.
- 4.4 Begin to understand the positive feelings of honesty.
- 4.5 Begin to perform small tasks of service to others – Acts of Kindness.

Social/Emotional

1. Self Body

- 1.1 Be aware of own actions, intentions, likes and dislikes.
- 1.2 Be aware that all living things grow and change.
- 1.3 Identify and describe body parts.

2. Identity

- 2.1 Develop an awareness of self as belonging to a family or group.
- 2.2 Describe self as belonging to a gender group.
- 2.3 Express positive feeling about self.
- 2.4 See similarities and differences in others.

3. Independence and Initiative

Independence

- 3.1 Separate from caregiver with few negative emotions.
- 3.2 Handle routines related to care of self and personal belongings.
- 3.3 Be aware of own rights.

Initiative

- 3.4 Ask another for help when needed.
- 3.5 Explore the environment and try new activities.
- 3.6 Take responsibility for actions and make choices.

4. Self-confidence

- 4.1 Engage in independent and group activities.
- 4.2 Feel physically and psychologically safe in setting (absence of threat).
- 4.3 Adjust to new situations.
- 4.4 Demonstrate pride in accomplishments.

5. Self Control

- 5.1 Listen to others.
- 5.2 Take turns and share classroom materials.
- 5.3 Learn to control self in frustrating situations, use words.
- 5.4 Follow simple rules.
- 5.5 Participate in establishing group rules and abide by group rules.
- 5.6 Consider alternative solutions to problems.

6. Play

- 6.1 Participate in parallel play.
- 6.2 Explore cooperative play.
- 6.3 Engage in representational play using objects.
- 6.4 Take a role in group play.
- 6.5 Play group games.
- 6.6 Work cooperatively with peers on projects.

Physical Motor

1. Balance and Stability

- 1.1 Balance on one foot with eyes open, with eyes closed.
- 1.2 Maintain balance while walking forward and backward on a specific line.
- 1.3 Maintain balance while walking carrying objects.

Stability

- 1.4 Roll forward.
- 1.5 Stop on cue.
- 1.6 Dodge ball or object.

2. Locomotion Skills

Large Muscle

- 2.1 Walk with body and feet aligned.
- 2.2 Climb stairs first leading with the same leg, then alternating legs.
- 2.3 Jump with both feet, pushing off with arms.
- 2.4 Hop on one foot across a short distance.
- 2.5 Run with control, stopping and starting.
- 2.6 Slide sideways.
- 2.7 Gallop with control with same leg leading.
- 2.8 Skip, alternating lead foot.

3. Manipulative Skills

Large Muscle

- 3.1 Throw objects with minimal control.
- 3.2 Strike objects that are stationary or suspended.
- 3.3 Kick objects that are static while standing.
- 3.4 Catch objects with arms extended.
- 3.5 Throw objects with control at a target.
- 3.6 Catch objects, bringing them in towards body.
- 3.7 Bounce a ball.
- 3.8 Kick objects while on the run.

4. Body and Spatial Awareness

- 4.1 Point to and name different parts of their body.
- 4.2 Follow directions to move one part of body in relation to another.
- 4.3 Recognize where body ends and the world begins (own space).
- 4.4 Locate and name placement of objects in relation to self.
- 4.5 Establish consistent dominant hand and foot.
- 4.6 Become familiar with the terms left and right in relationship to their body.

5. Sensory Awareness

- 5.1 Gain information about objects through touch.
- 5.2 Discriminate differences in textures / gain information through touch.
- 5.3 Discriminate differences in sounds / replicate heard sounds.
- 5.4 Visually discriminate objects / replicate visual stimuli.
- 5.5 Identify and discriminate odors and tastes.

6. Self Help Skills

6.1 Pour liquid to drink.

Good Health Habits

6.2 Use the toilet independently.

6.3 Wash hands.

6.4 Manage simple health maintenance (e.g., wipe nose with tissue, cover mouth when sneezing).

Dressing

6.5 Put coat and zip, button, and snap with some assistance.

6.6 Put shoes and boots on and off.

7. Visual Motor Perception

7.1 Visually discriminate objects.

7.2 Coordinate hands and eyes through visual guiding.

7.3 Copy a pattern.

7.4 Trace a pattern.

8. Fine Motor Skills

Writing Skills

8.1 Manipulate objects.

8.2 Tear paper using both hands together.

8.3 Use pincher type materials (e.g., clothespins, tweezers, eye droppers).

8.4 Cut using scissors.

8.5 Manipulate writing tools.

8.6 Handle writing tools with proper grip.

Language Arts

1. Phonemic Awareness, Word Recognition and Fluency

Phonological and Phonemic Awareness

- 1.1 Identify matching sounds and recognizes rhymes in familiar stories, poems, songs and words (e.g., cat/hat, dog/frog).
- 1.2 Hear sounds in words by isolating the syllables of a word using snapping, clapping or rhythmic movement (e.g., cat, ap-ple).
- 1.3 Differentiate between sounds that are the same and different (e.g., environmental sounds, animal sounds, phonemes).

Word Recognition

- 1.4 Recognize when words share phonemes (sounds) and repeat the common phonemes (e.g., /b/ as in Bob, ball, baby: /t/ as in Matt, kite, boat).
- 1.5 Identify own name in print.
- 1.6 Recognize and name some upper and lower case letters in addition to those in first name.

Fluency

- 1.7 Recognize that words are made up of letters (e.g., c-a-t).
- 1.8 Recognize and “read” familiar words or environmental print (e.g., McDonalds, Bob Evans).
- 1.9 Demonstrate an understanding of reading fluency by use of phrasing, intonation and expression in shared reading (e.g., Brown Bear, Brown Bear).

2. Acquisition of Vocabulary

Contextual understanding

- 2.1 Understand the meaning of new words from context of conversations, the use of pictures that accompany text or the use of concrete objects.
- 2.2 Recognize and demonstrate an understanding of environmental print e.g., STOP on a stop sign).

Conceptual Understanding

- 2.3 Name items in common categories (e.g., animals, food, clothing, transportation, etc.).
- 2.4 Demonstrate or orally communicate position and directional words (e.g., inside, outside, in front of, behind).

Tools and Resources

- 2.5 Determine the meaning of unknown words with assistance or cues from an adult (e.g., providing a frame of reference, context or comparison).

3. Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies

Concept of Print

- 3.1 Understand that print has meaning by demonstrating the functions of print through play activities (e.g., order from a menu in pretend play).
- 3.2 Hold books right side-up, know that people read pages from front to back, top to bottom and read words from left to right.

Comprehension Strategies

- 3.3 Begin to distinguish print from pictures.
- 3.4 Begin to visualize, represent and sequence an understanding of text through a variety of media and play.
- 3.5 Predict what might happen next during reading of text.
- 3.6 Connect information or ideas in text to prior knowledge and experience (e.g., “I have a new puppy at home too.”).

- 3.7 Answer literal questions to demonstrate comprehension of orally read age-appropriate texts.

Self-Monitoring Strategies Independent Reading

- 3.8 Respond to oral reading by commenting or questioning (e.g., “That would taste yucky.”).

Independent Reading

- 3.9 Select favorite books and poems and participate in shared oral reading and discussion.

4. Reading Applications: Informational, Technical and Persuasive Text

- 4.1 Use pictures and illustrations to aid comprehension (e.g., talks about picture when sharing a story in a book).
- 4.2 Retell information from informational text.
- 4.3 Tell the topic of a selection that has been read aloud (e.g., What is the book about?).
- 4.4 Gain text information from pictures, photos, simple charts and labels.
- 4.5 Follow simple directions.

5. Reading Applications: Literary Text

- 5.1 Identify characters in favorite books and stories.
- 5.2 Retell or re-enact events from a story through a variety of media and play events (e.g., dramatize a favorite story).
- 5.3 Begin to demonstrate an understanding of the differences between fantasy and reality (e.g., talking flowers and animals).
- 5.4 Participate in shared reading of repetitious or predictable text.

6. Writing Processes

Prewriting

- 6.1 Generate ideas for a story or shared writing with assistance.
- 6.2 Choose a topic for writing related to shared or personal experience.

Drafting, Revising and Editing

- 6.3 Begin to determine purpose for writing (e.g., writing invitations to a party).
- 6.4 Generate related ideas with assistance.
- 6.5 Dictate or produce “writing” to express thoughts.
- 6.6 Repeat message conveyed through dictation or “writing” (e.g., retell what was written).

Publishing

- 6.7 Begin to use resources (e.g., labels, books, adults, word walls, computer, etc.) to convey meaning.
- 6.8 Display or share writing samples, illustrations and dictated stories with others.

7. Writing Applications

- 7.1 Dictate stories or produce simple stories using pictures mock letters or words.
- 7.2 Name objects and label with assistance from adult clues (e.g., table, door).
- 7.3 Play at writing from top to bottom, horizontal rows as format.
- 7.4 Dictate words or produce writing approximations for a variety of purposes (e.g., menus in dramatic play, note to friend).

8. Writing Conventions

Handwriting

- 8.1 Print letters of own name and other meaningful words with assistance using mock letters and/or conventional print.
- 8.2 Begin to demonstrate letter formation in “writing”.

Spelling

- 8.3 Scribble familiar words with mock letters and some actual letters (e.g., love, Mom, child’s name).

Punctuation and Capitalization

- 8.4 Indicate an awareness of letters that cluster as words, words in phrases or sentences by use of spacing, symbols or marks.

9. Research

- 9.1 Ask questions about experiences, areas of interest, pictures, letters, words, logos or icons e.g., EXIT on a sign in the grocery store).
- 9.2 Use a variety of resources to gather information with assistance (e.g., picture dictionary, informational picture books).
- 9.3 Recall information about a topic dictated or constructed by child.
- 9.4 Share findings of information through retelling media and play (e.g., draw picture of desert).

10. Communication: Oral and Visual

Listening and Viewing

- 10.1 Attend to speakers, stories, poems and songs.
- 10.2 Connect information and events to personal experiences by sharing or commenting.
- 10.3 Follow simple oral directions.

Speaking Skills and Strategies

- 10.4 Speak clearly and understandably to express ideas, feelings and needs.
- 10.5 Initiate and sustain a conversation through turn-taking.

Speaking Applications

- 10.6 Present own experiences, products, creations or writing through the use of language (e.g., share and talk about a drawing with others).
- 10.7 Participate in the recitation of books, poems, chants, songs and nursery rhymes (e.g., Little Miss Muffet).

Mathematics

1. Number, Number Sense and Operations

Number and Number Sense

- 1.1 Count to 10 in the context of daily activities and play (e.g., number songs).
- 1.2 Touch objects and say the number names when counting in the context of daily activities and play (e.g., cookies on a plate, steps on a set of stairs).
- 1.3 Demonstrate one-to-one correspondence when counting objects (e.g., give one cookie to each child in group).
- 1.4 Determine “how many” in sets of 5 or fewer objects.
- 1.5 Construct two sets of objects, each containing the same number of objects (e.g., 5 crayons and 5 blocks).
- 1.6 Compare sets of equal, more and fewer and use the language of comparison (e.g., equal, more and fewer).
- 1.7 Group and regroup a given set in the context of daily activities and play (e.g., 5 blocks can be 2 blue and 3 green or 1 blue and 4 green).
- 1.8 Represent quantity using invented forms (e.g., child’s marks to represent a quantity of objects).
- 1.9 Write numerical representations (e.g., scribbles, reversals) or numerals in meaningful context (e.g., play situations).
- 1.10 Identify and name numerals 0-9.
- 1.11 Compare and order whole numbers up to 5.
- 1.12 Identify penny, nickel, dime, and quarter and recognize that coins have different values.

Meaning of Operations

- 1.13 Construct sets with more or fewer objects than a given set.
- 1.14 Count on (forward) using objects such as cards, number cubes or dominoes that have familiar dot patterns (e.g., when selecting 5 apples from a bag, takes out two and continues counting 3, 4, 5).
- 1.15 Join two sets of objects to make one large set in the context of daily routines and play (e.g., combining 2 bags of raisins, each containing 3 pieces; combining 2 groups of blocks, each containing 3 blocks).
- 1.16 Equally distribute a set of objects into 2 or more smaller sets (e.g., shares 6 crackers with 3 friends equally).

2. Measurement

Measurement Units

- 2.1 Begin to identify and use the language of units of time (e.g., day, night, week; yesterday, today, tomorrow).

Use Measurement Techniques and Tools

- 2.2 Recognize that various devices measure time (e.g., clock, timer, calendar).
- 2.3 Sequence or order events in the context of daily activities and play (e.g., wash your hands before and after snack, who’s next for the computer).
- 2.4 Begin to use terms to compare the attributes of objects (e.g., bigger, smaller, lighter, heavier, taller, shorter, more, less).
- 2.5 Order a set of objects according to size, weight or length (e.g., cups of different sizes).
- 2.6 Measure length and volume (capacity) using non-standard units of measure (e.g., how many paper clips long is a pencil, how many small containers does it take to fill one big container using sand, rice or beans).

3. Geometry and Spatial Sense

Characteristics and Properties

- 3.1 Match identical two-and three-dimensional objects found in the environment in play situations (e.g., 2 squares of same size, 2 stop signs).
- 3.2 Sort and classify similar two-and three-dimensional objects in the environment and play situations (e.g., paper shapes, 2 balls of different size).
- 3.3 Identify, name, create and describe common two-dimensional shapes in the environment and play situations (e.g., circles, triangles, rectangles, and squares).
- 3.4 Identify, name and describe three-dimensional objects using the child's own vocabulary (e.g., sphere – “ball,” cube – “box,” cylinder – “can” or “tube,” and cone – “ice cream cone”).

Spatial Relationships

- 3.5 Demonstrate and begin to use the language of the relative position of objects in the environment and play situations (e.g., up, down, over, under, top, bottom, inside, outside, in front, behind, between, next to, right side up and upside down).

4. Patterns, Functions and Algebra

Use Patterns, Relations and Functions

- 4.1 Sort, order and classify objects by one attribute (e.g., size, color, shape, use).
- 4.2 Identify, copy, extend and create simple patterns or sequences of sounds, shapes and motions in the context of daily activities and play (e.g., creates red, blue, red blue pattern with blocks).

Use Algebraic Representations

- 4.3 Use play, physical materials or drawings to model a simple problem (e.g., There are 6 cookies to be shared by 3 children. How many cookies can each child receive?).

5. Data Analysis and Probability

Data Collection

- 5.1 Gather, sort and compare objects by similarities and differences in the context of daily activities and play (e.g., leaves, nuts, socks).
- 5.2 Place information or objects in a floor or table graph according to one attribute (e.g., size, color, shape or quantity).

Statistical Methods

- 5.3 Select the category or categories that have the most or fewest objects in a floor or table graph (e.g., favorite ice cream).

Science

1. Earth and Space Sciences

The Universe

- 1.1 Begin to use terms such as night and day, sun and moon to describe observations.
- 1.2 Observe and represent the pattern of day and night through play and art materials.

Processes that Shape the Earth

- 1.3 Observe, explore and compare changes that animals and plants contribute to in their surroundings (e.g., falling leaves, holes left by worms or squirrels).
- 1.4 Explore and compare changes in the environment over time (e.g., leaves changing colors, outdoor temperature, plants growing).
- 1.5 Explore how their actions may cause changes in the environment that are sometimes reversible (e.g., hand in flowing water changes the current) and sometimes irreversible (e.g., picked flowers wilt and die).
- 1.6 Demonstrate understanding of fast and slow relative to time, motion and phenomena (e.g., ice melting, plant growth).
- 1.7 Observe and use language or drawing to describe changes in the weather (e.g., sunny to cloudy day).

2. Life Science

Characteristics and Structure of Life

- 2.1 Identify common needs (e.g., food, air, water) of familiar living things.
- 2.2 Begin to differentiate between real and pretend through stories, illustrations, play and other media (e.g., talking flowers or animals).

Diversity and Interdependence of Life

- 2.3 Observe and begin to recognize the ways that environments support life by meeting the unique needs of each organism (e.g., plant/soil, bird/air, fish/water).

Heredity

- 2.4 Match familiar adult family members, plants and animals with their young (e.g., horse/colt, cow/calf).
- 2.5 Recognize physical differences among the same class of people, plants or animals (e.g., dogs come in many sizes and colors).

3. Physical Sciences

Nature of Matter

- 3.1 Explore and identify parts and wholes of familiar objects (e.g., books, toys, furniture).
- 3.2 Explore and compare materials that provide many different sensory experiences (e.g., sand, water, wood).
- 3.3 Sort familiar objects by one or more property (e.g., size, shape, function).

Forces and Motion

- 3.4 Demonstrate understanding of motion related words (e.g., up, down, fast, slow, rolling, jumping, backward, forward).
- 3.5 Explore ways of moving objects in different ways (e.g., pushing, pulling, kicking, rolling, throwing, dropping).

Nature of Energy

- 3.6 Explore musical instruments and objects and manipulate one's own voice to recognize the changes in the quality of sound (e.g., talks about loud, soft, high, low, fast, slow).
- 3.7 Explore familiar sources of the range of colors and the quality of light in the environment (e.g., prism, rainbow, sun, shadow).

4. Science and Technology

Understanding Technology

- 4.1 Identify the intended purposes of familiar tools (e.g., scissors, hammer, paintbrush, cookie cutter).
- 4.2 Explore new uses for familiar materials through play, art or drama (e.g., paper towel rolls as kazoos, pan for a hat).

Abilities to do Technological Design

- 4.3 Use familiar objects to accomplish a purpose, complete a task or solve a problem (e.g., using scissors to create paper tickets for a puppet show, creating a ramp for a toy truck).
- 4.4 Demonstrate the safe use of tools, such as scissors, hammers, writing utensils, with adult guidance.

5. Science Inquiry

- 5.1 Ask questions about objects, organisms and events in their environment during shared stories, conversations and play (e.g., ask about how worms eat).
- 5.2 Show interest in investigating unfamiliar objects, organisms, and phenomena during shared stories, conversations and play (e.g., “Where does hail come from?”).
- 5.3 Predict what will happen next based on previous experiences (e.g., when a glass falls off the table and hits the tile floor, it most likely will break).
- 5.4 Investigate natural laws acting upon objects, events and organisms (e.g., repeatedly dropping objects to observe the laws of gravity, observing the life cycle of insects).

Doing Scientific Inquiry

- 5.5 Use one or more of the senses to observe and learn about objects, organisms and phenomena for a purpose (e.g., to record, classify, compare, talk about).
- 5.6 Explore objects, organisms and events using simple equipment (e.g., magnets and magnifiers, standard and non-standard measuring tools).
- 5.7 Begin to make comparisons between objects or organisms based on their characteristics (e.g., animals with four legs, smooth and rough rocks).
- 5.8 Record or represent and communicate observations and findings through a variety of methods (e.g., pictures, words, graphs, dramatizations) with assistance.

6. Scientific Ways of Knowing

Nature Science

- 6.1 Offer ideas and explanations (through drawings, emergent writing, conversation, movement) of objects, organisms and phenomena, which may be correct or incorrect.

Ethical Practices

- 6.2 Recognize the difference between helpful and harmful actions toward living things (e.g., watering or not watering plants).

Science and Society

- 6.3 Participate in simple, spontaneous scientific explorations with others (e.g., digging to the bottom of the sandbox, testing materials that sink or float).

Social Studies

1. History

Chronology

- 1.1 Begin to use the language of time (e.g., day, night, yesterday, today, tomorrow).
- 1.2 Label days by function (e.g., school day, stay home day, swim day, field trip day).
- 1.3 Begin to use or respond to the language of time such as next, before, soon, after, now and later as related to daily schedules and routines.

Daily Life

- 1.4 Share episodes of personal history from birth to present through personal memorabilia or connected to stories.
- 1.5 Arrange sequences of personal and shared events through pictures, growth charts and other media.

Heritage

- 1.6 Share personal family stories and traditions (e.g., photo album put together by family members).

2. People in Societies

Cultures

- 2.1 Develop a sense of belonging to different groups (e.g., family, group of friends, preschool class, boys or girls).
- 2.2 Demonstrate awareness of different cultures through exploration of family customs and traditions (e.g., exploration of music, food, games, language, dress).

3. Geography

Location

- 3.1 Demonstrate and use terms related to location, direction and distance (e.g., up down, over, under, front, back, here, there).
- 3.2 Demonstrate the ways that streets and buildings can be identified by symbols, such as letters, numbers or logos (e.g., street signs, addresses).
- 3.3 Demonstrate how maps can be useful to finding places (e.g., streets, homes, places to visit).

Places and Regions

- 3.4 Navigate within familiar environments, such as home, neighborhood or school, under supervision.
- 3.5 Describe and represent the inside and outside of familiar environments such as home and school (e.g., playground).
- 3.6 Recognize and name immediate surroundings of home (e.g., homes, buildings, bridges, hills, woods, lakes) following supervised explorations.

Human Environmental Interaction

- 3.7 Explore the ways we use natural resources found in our environment (e.g., water to drink, dirt to plant).

4. Economics

Scarcity and Resource Allocation

- 4.1 Recognize that people have many wants within the context of family and classroom.
- 4.2 Understand how sharing classroom materials will meet everyone's wants (e.g., turn taking at the water table, distributing crayons equitably).

Production Distribution

- 4.3 Demonstrate an understanding of the concepts of production, distribution and consumption through play (e.g., food from the farm to the grocery store) and concrete experiences (e.g., food purchased from the store and cooked at home).
- 4.4 Obtain things they want (e.g., goods and services) in socially acceptable ways (e.g., verbalizing, turn taking).

5. Government

Role of Government

- 5.1 Interact with and respond to guidance and assistance in socially accepted ways from familiar adults at school and home (e.g., responds to redirection, invites others to play).
- 5.2 Interact with familiar and appropriate adults for assistance when needed (e.g., family member, teacher, police, firefighter).
- 5.3 Demonstrate an understanding of the specific roles and responsibilities within a group (e.g., picking up own toys).
- 5.4 Recognize the flag of the United States as a symbol of our government.

Rules and Laws

- 5.5 Participate in creating and following classroom rules and routines.

6. Citizenship Rights and Responsibilities

Participation

- 6.1 Demonstrate cooperative behaviors, such as helping, taking turns, sharing, comforting and compromising.
- 6.2 Engage in problem-solving behavior with diminishing support from adults (e.g., negotiating roles in play, turn taking).

Rights and Responsibilities

- 6.3 Demonstrate increasing ability to make independent choices and follow through on plans (e.g., putting toys away, moving from activity to activity).
- 6.4 Demonstrate awareness of the outcomes of one's own choices (e.g., picking up toys helps create a safe environment).

7. Social Studies Skills and Methods

Obtaining Information

- 7.1 Gain information through participation in experiences with objects, media, books and engaging in conversations with peers.

Thinking and Organizing

- 7.2 Begin to make predictions (e.g., guess whether other countries around the world celebrate birthdays).

Communicating Information

- 7.3 Represent ideas through multiple forms of language and expression (e.g., drawing, dramatic play, conversation, art media, music, movement, emergent writing).