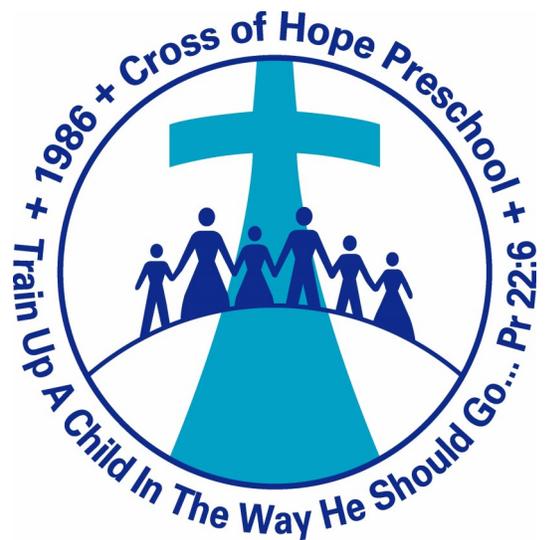




# CROSS OF HOPE PRESCHOOL

## DEVELOPMENTAL OBJECTIVES





## CROSS OF HOPE PRESCHOOL DEVELOPMENTAL OBJECTIVES

### MISSION STATEMENT

*“Train up a child in the way that he should go; and when he is old he will not depart from it.”*

Proverbs 22:6

Cross of Hope Preschool teaches children the truths of God in a loving environment through a quality educational program that respects each child’s development.

### STATEMENT OF OBJECTIVE

We will provide qualified teachers, a rich environment and curriculum with developmentally appropriate activities that will allow children to grow and develop as unique individuals as well as strengthen them spiritually, intellectually, socially, emotionally and physically. We seek to instill in each child the foundations needed for success in school and a lifelong love of learning. We strive to develop a partnership with families that results in families’ active educational involvement and mutual respect between parents and teachers that support the child’s growth and development.



## **PHYSICAL DEVELOPMENT, HEALTH AND WELL-BEING**

### **OUTCOME 1:**

CHILD USES GROSS MOTOR CONTROL INDEPENDENTLY, INCLUDING BALANCE, SPATIAL AWARENESS, AND STABILITY.

#### **Indicator 1.1:**

Exhibits body coordination and strength in activities such as climbing, marching running, jumping, hopping, dancing, and riding tricycles.

### **THREES**

- Climbs on age-appropriate playground equipment with minimal assistance
- Walks, runs, jumps and marches easily
- Is Learning to pedal a tricycle
- Kicks a ball in forward direction
- Kicks a ball at target a short distance away with accuracy and speed
- Jumps with two feet
- Hops on one foot
- Throws small ball overhand at target a short distance away with accuracy
- Catches and throws a playground ball with an adult short distance away

### **FOURS**

- Independently and confidently climbs on age-appropriate playground equipment
- Walks, runs, jumps, marches, hops and gallops easily
- Pedals a tricycle
- Plays catch- throws small ball overhand to peer

#### **Indicator 1.2:**

Exhibits balance and spatial awareness in many situations (running, and stopping, climbing, ball-handling, and/or simple group games).

### **THREES**

- Walks along a wide beam or line with minimal adult assistance
- Kicks, throws and catches a ball
- Begins to run
- Walks up and down stairs alternating feet on steps with railing held

### **FOURS**

- Walks forward and backward along a wide beam or line with minimal adult assistance
- Shows balance in many situations including play outdoors, ball-handling and in simple group games
- Runs and stops easily without losing balance



## **PHYSICAL DEVELOPMENT, HEALTH AND WELL-BEING**

### **OUTCOME 2:**

CHILD INDEPENDENTLY USES FINE MOTOR SKILLS.

#### **Indicator 2.1:**

Demonstrates increased proficiency of fine motor skills.

### **THREES**

- Is developing control with scissors and writing tools
- Attempts to zip, button, or snap clothing with guidance and support from adults
- Coordinates eye-hand movements using beads, laces, pegs, puzzles, and other manipulative and small objects and when dressing and undressing
- Orients pieces to match opening and completes a simple inset form board/puzzle or shape sorter
- Uses common tools that require eye hand coordination with precision and for their intended purpose (e.g. hammer peg, Mr. Potato Head, scissors)
- Uses a writing tool to scribble purposefully and imitate vertical and horizontal stroke. May use a fist grasp
- Uses writing tools or paint objects with some control and purpose
- Uses writing drawing tools with increased precision to draw simple shapes, picture and/or letter. May have immature pencil grasp with 3-5 fingers on pencil

### **FOURS**

- Holds writing tool in pincer grasp
- Uses scissors unassisted with proper form
- Consistently succeeds in zipping, buttoning or snapping clothing
- Coordinates eye-hand movements using beads, laces, pegs, puzzles, and other manipulative and small objects and when dressing and undressing
- Uses common tools that require eye hand coordination with precision and for their intended purpose (e.g. hammer peg, Mr. Potato Head, scissors)
- Uses coordinated movements to manipulate materials, including cutting and drawing with control and using appropriate hand position to manipulate objects. E.g. thumb up position while using scissors
- Uses writing drawing tools with increased precision to draw simple shapes, picture and/or letter. May have immature pencil grasp with 3-5 fingers on pencil
- Has sufficient control of writing implements to copy simple forms or geometric shapes and write some letters (e.g. may write own name )
- Is progressing toward using a mature pencil grasp with 3 fingers on writing implement



## **PHYSICAL DEVELOPMENT, HEALTH AND WELL-BEING**

### **OUTCOME 3:**

CHILD'S BEHAVIOR DEMONSTRATES HEALTH AND HYGIENE SKILLS.

#### **Indicator 3.1:**

Shows increasing awareness of hygiene in hand-washing, toileting, and/or dental hygiene.

#### **Indicator 3.2:**

Shows increasing awareness of healthy lifestyle practices (that healthy bodies need nutritious foods, exercise and physical activity and rest) and expresses feelings about visiting the doctor, hospital, or dentist; getting shots and taking medication.

### **THREES**

- Demonstrates increased proficiency using eating utensils and cups. May begin to serve self some food, but spills are common
- Feeds self with minimal spilling
- Discusses healthy practices including hygiene, nutrition and sleep
- Is exposed to vocabulary related to healthy lifestyles

### **FOURS**

- Pours liquid from a small pitcher
- Uses butter knife to spread and cut. Open most containers to remove good
- Is encouraged to sample new foods
- Identifies healthy practices including hygiene, nutrition and sleep
- Is exposed to vocabulary related to healthy lifestyles
- Throws small ball overhand to peer



## CROSS OF HOPE PRESCHOOL DEVELOPMENTAL OBJECTIVES

# PHYSICAL DEVELOPMENT, HEALTH AND WELL-BEING

### OUTCOME 4:

CHILD DEMONSTRATES SAFE BEHAVIORS IN INCREASING NUMBERS OF SITUATIONS.

#### Indicator 4.1:

Identifies potentially harmful objects, substances, and behaviors.

#### Indicator 4.2:

Increasingly follows classroom, school, and safety rules most of the time.

## THREES

- Understands basic safety rules at home and in familiar settings (e.g. school and playground). Generally follows rules and brings other children's rule-breaking to the attention of adults

## FOURS

- Understands the reason for most basic safety rules at home, in familiar setting and in the community



## CROSS OF HOPE PRESCHOOL DEVELOPMENTAL OBJECTIVES

### LITERACY

#### OUTCOME 5:

CHILD DEMONSTRATES DEVELOPMENT AND EXPANSION OF LISTENING SKILLS.

#### Indicator 5.1:

Listens with understanding to directions and conversations.

#### THREES

- Follows through with one clear, simple direction (i.e. “put this in the trash”, “get your coat.”)

#### FOURS

- Follows through with more than two directions that involve a sequence of actions

#### Indicator 5.2:

Hears and discriminates the sounds of language in words to begin developing phonological awareness.

#### THREES

- Recites simple and familiar chants or rhymes
- Repeats word patterns in songs, poems or stories
- Is learning the beginning sound of his/her name

#### FOURS

- Is starting to recognize rhyming sounds
- Is starting to make letter-sound associations
- Produces rhyming words or words that have same initial sound
- Recognizes which words in a set of words begin with the same sound



## CROSS OF HOPE PRESCHOOL DEVELOPMENTAL OBJECTIVES

### LITERACY

#### OUTCOME 5:

CHILD DEMONSTRATES DEVELOPMENT AND EXPANSION OF LISTENING SKILLS.

#### Indicator 5.3:

Demonstrates increased phonological awareness through multiple and varied opportunities.

### THREES

- Plays with the sounds of language, including syllables, word families, and phonemes, using rhymes, poems, songs, finger plays, and games
- Begins to identify letters and the sounds they represent
- Recognizes and produces words that have the same beginning or ending sounds
- Recognizes rhyming words in songs, chants, or poems
- Identifies when initial sounds in words are the same
- Distinguishes individual words in a sentence

### FOURS

- Plays with the sounds of language, including syllables, word families, and phonemes, using rhymes, poems, songs, finger plays, and games
- Begins to identify letters and the sounds they represent
- Recognizes and produces words that have the same beginning or ending sounds
- Distinguishes syllables in words



# CROSS OF HOPE PRESCHOOL DEVELOPMENTAL OBJECTIVES

## LITERACY

### OUTCOME 6:

CHILD COMMUNICATES EXPERIENCES, IDEAS, AND FEELINGS THROUGH LANGUAGE.

#### Indicator 6.1:

Converses effectively in his or her home language for a variety of purposes relating to real experiences and different audiences.

### THREES

- Uses three-to four-word sentences to express self
- Uses some personal pronouns when referring to others (e.g. you, he, she)
- Uses simple pronouns (e.g. I, me, you, he, she)

### FOURS

- Uses questions and/or complete statements to present and get information

#### Indicator 6.2:

Asks and answers relevant questions about objects and happenings.

### THREES

- Uses inflection in phrases or sentences to ask a question
- Comments on a variety of experiences, interactions or observations
- Converses with adults and peers about common experiences or events
- Answers simple who, what, where and why questions

### FOURS

- Uses more complex words to describe the relationships between objects and ideas (e.g., position words such as “under” or “beside” and comparative words such as “bigger” or “stronger”)
- Answers simple who, what, where and why questions
- Uses language to share ideas and gain information



## CROSS OF HOPE PRESCHOOL DEVELOPMENTAL OBJECTIVES

### LITERACY

#### OUTCOME 6:

CHILD COMMUNICATES EXPERIENCES, IDEAS, AND FEELINGS THROUGH LANGUAGE.

#### Indicator 6.3:

Engages in conversations that develop a thought or idea.

#### THREES

- Takes turns in conversations by initiating and sustaining a simple conversation over two turns
- Has conversations with adults and peers that include four or more exchanges
- Maintains a topic of conversation over the course of several turns

#### FOURS

- Maintains a topic of conversation over the course of several turns
- Initiates, maintains and ends conversations by repeating what the other person says and/or by asking questions

#### Indicator 6.4:

Consistently learns and uses new vocabulary to express their thoughts and ideas.

#### THREES

- May occasionally use more sophisticated words than they typically use in conversational speech but that have been learned through books and personal experiences (e.g. large, fast, angry, car )
- Begins to use some words that are not part of everyday conversational speech but that are learned through books and personal experiences (e.g. gigantic, rapidly, frustrated, transportation, race or jog)
- Explores positional concepts such as over, under, above, beside, next to, behind and in front of
- Explores the concept of opposites

#### FOURS

- Uses more complex words learned through books and personal experiences (e.g. know that a paleontologist studies dinosaurs)
- Explores positional concepts such as over, under, above, beside, next to, behind and in front of
- Explores the concept of opposites



## CROSS OF HOPE PRESCHOOL DEVELOPMENTAL OBJECTIVES

### LITERACY

#### OUTCOME 6:

CHILD COMMUNICATES EXPERIENCES, IDEAS, AND FEELINGS THROUGH LANGUAGE.

#### Indicator 6.5:

Demonstrates increasing understanding and use of language structures such as basic grammar and speech.

### THREES

- Uses basic grammar rules including pronouns, plurals, possessives and regular past tense (Note: variations in applying grammar rules may be due to dual language learning and/or alternative grammar usage in home or community)
- Uses basic grammar rules including regular and irregular past tense and questions
- Uses speech that is mostly intelligible to familiar adults
- Uses speech that is mostly intelligible to unfamiliar adults

### FOURS

- Uses basic grammar rules including subject-verb agreement, tenses, regular and irregular past tense, irregular plurals
- Uses an increasing variety and specificity of accepted words for objects, actions and attributes encountered in both real and symbolic contexts



## CROSS OF HOPE PRESCHOOL DEVELOPMENTAL OBJECTIVES

### LITERACY

#### OUTCOME 7:

CHILD ENGAGES IN ACTIVITIES THAT PROMOTE THE ACQUISITION OF EMERGENT READING SKILLS.

#### Indicator 7.1:

Listens to books being read in an engaged manner in both group and individual settings.

#### THREES

- Engages in conversations that help them understand the content of the book
- Identifies the parts of books and differentiates print from pictures
- Listens to the same book on repeated occasions
- Explores books on their own and utilizes places that are conducive to the quiet enjoyment of books

#### FOURS

- Engages in conversations that help them understand the content of the book
- Identifies the parts of books and differentiates print from pictures
- Listens to the same book on repeated occasions
- Explores books on their own and utilizes places that are conducive to the quiet enjoyment of books

#### Indicator 7.2:

Demonstrates an interest and enjoyment in books, listening to stories read aloud, and/or looking at books using illustrations or familiar text.

#### THREES

- Recites familiar phrases of songs, books and rhymes: may chime in with rhyme in familiar text or song
- Selects fiction and non-fiction books to be read and attends with interest

#### FOURS

- Independently chooses to “read” books and selects a variety of texts including fiction and nonfiction



## CROSS OF HOPE PRESCHOOL DEVELOPMENTAL OBJECTIVES

### LITERACY

#### OUTCOME 7:

CHILD ENGAGES IN ACTIVITIES THAT PROMOTE THE ACQUISITION OF EMERGENT READING SKILLS.

#### Indicator 7.3:

Demonstrates comprehension of a story read aloud by asking relevant questions or making pertinent comments.

### THREES

- Listens to stories and responds by pointing to pictures, turning pages, and/or asking simple questions
- Enjoys telling and retelling stories and information
- Demonstrates comprehension through retelling with use of pictures and props, acting out main events or sharing information learned from nonfiction text
- Asks and answers simple who, what, where, and why questions related to story or text
- Makes predictions and/or asks questions about the text by examining the title, cover, pictures

### FOURS

- Listens to stories and responds by asking related questions and/or making predictions or retelling stories read
- Enjoys telling and retelling stories and information
- Demonstrates comprehension through retelling
- Makes predictions and/or asks questions about the text by examining the title, cover, pictures
- With prompting and support, retells familiar stories, including story elements (e.g., setting, characters, events) and /or shares key details from informational text
- Identifies main components of a story or text (the major plot points of a story or the main topic of an informational text)

#### Indicator 7.4:

Progresses in understanding book concepts and using conventions of reading (including holding book upright, identifying front).

### THREES

- Looks at pages of a book from left to right (or according to conventions of home language)
- Recognizes that print represents spoken words (e.g., first name in print, environmental labels)

### FOURS

- Knows how print is read (e.g., left to right, top to bottom, front to back or according to convention of home language)
- Knows that books have titles, authors, illustrators or photographers
- Recognizes words as a unit of print and that letters are grouped to form words



## CROSS OF HOPE PRESCHOOL DEVELOPMENTAL OBJECTIVES

### LITERACY

#### OUTCOME 7:

CHILD ENGAGES IN ACTIVITIES THAT PROMOTE THE ACQUISITION OF EMERGENT READING SKILLS.

#### Indicator 7.5:

Actively involved in making sense of print.

#### THREES

- Becomes familiar with, recognize, and uses print that is accessible throughout the classroom
- Recognizes own name on labeled items
- Recognizes labeled materials in the classroom
- Print is used to describe some rules and routines
- Understands that the alphabet is made up of individual letters
- Recognizes some of the letters in his/her own name
- Recognizes some familiar signs and symbols in the environment (e.g., logos, signs for familiar store)
- Identifies some printed words and /or common symbols (e.g., bathroom signs ) in the context of the environment

#### FOURS

- Becomes familiar with, recognize, and uses print that is accessible throughout the classroom
- Recognizes own name on labeled items
- Recognizes labeled materials in the classroom
- Print is used to describe some rules and routines.
- Recognizes letters in his/her own name and in those of classmates, as well as in environmental print
- Recognizes and names some letters in upper case
- Identifies some familiar printed words out of context
- Begins to use awareness of letter sounds along with pictures to read words in text

#### Indicator 7.6:

Progresses in letter knowledge.

#### THREES

- Recognizes upper and lower case letters
- Names upper and lower case letters
- Recognizes some letters especially those in one's own name

#### FOURS

- Recognizes upper and lower case letters
- Names upper and lower case letters
- Makes letter-sound connections
- Recognizes and names letters of the alphabet in familiar and unfamiliar words



## LITERACY

### **OUTCOME 8:**

CHILD ENGAGES IN ACTIVITIES THAT PROMOTE THE ACQUISITION OF EMERGENT WRITING SKILLS.

#### **Indicator 8.1:**

Increasingly attempts to represent meaningful words and print in the environment using the early stages of writing.

### THREES

- Makes marks or scribbles and identifies them as writing
- Uses writing tools to make scribbles
- Draws simple shapes to represent ideas and writes message using controlled linear scribble
- Draws or “writes” to convey an idea, event or story. “Writing” involves scribbles, letters, and/or letter -like shapes (e.g., make pretend list or use their words to dictate a message to communicate with others)
- Writes in a manner that is distinct from drawing. Combines scribbles with letter-like forms

### FOURS

- Shows increasing control of the writing tool as seen in the formation of some letters and may write some words or names
- Draws or “writes” to convey an idea, event or story. “Writing” involves scribbles, letters, and/or letter -like shapes (e.g., make pretend list or use their words to dictate a message to communicate with others)
- Writes in a manner that is distinct from drawing. Combines scribbles with letter-like forms
- Draws original stories with a beginning, middle and end
- Uses early developmental spelling. May use one letter for the initial or final sound to represent whole word

#### **Indicator 8.2:**

Writes or dictates their ideas through daily opportunities.

### THREES

- Is beginning to recognize letters
- Initiates efforts to write letters that represent the sounds of words through writing materials and activities throughout the learning centers

### FOURS

- Is beginning to recognize letters
- Initiates efforts to write letters that represent the sounds of words through writing materials and activities throughout the learning centers.



## CROSS OF HOPE PRESCHOOL DEVELOPMENTAL OBJECTIVES

### NUMERACY

#### OUTCOME 9:

CHILD UNDERSTANDS NUMBERS, WAYS OF REPRESENTING NUMBERS, AND RELATIONSHIPS BETWEEN QUANTITIES AND NUMERALS.

#### Indicator 9.1:

Uses one-to-one correspondence in counting increasingly higher groups of objects.

#### THREES

- Begins to assign a number when pointing to each item while counting 1-5
- Counts from 1-10
- Explores the number line

#### FOURS

- Correctly assigns a number to each item while counting 10 objects
- Counts from 1-20
- Investigates the number line

#### Indicator 9.2:

Recognizes and names some numerals.

#### THREES

- Recognizes numerals to at least five
- Recites numerals to 10

#### FOURS

- Begins writing numbers up to at least 10
- Recites numerals to 20



## **NUMERACY**

### **OUTCOME 9:**

CHILD UNDERSTANDS NUMBERS, WAYS OF REPRESENTING NUMBERS, AND RELATIONSHIPS BETWEEN QUANTITIES AND NUMERALS.

#### **Indicator 9.3:**

Explores quantity concepts such as the correlations between numbers and quantity and more than and less than.

### **THREES**

- Is building understanding of numbers, number names, and their relationship to object quantities and to numerals
- Understands that adding to (or taking away) one or more objects from a group will increase or decrease the objects in the group
- Counts out a set of objects to four

### **FOURS**

- Is building understanding of numbers, number names, and their relationship to object quantities and to numerals
- Uses real-world situations and concrete object to model and to model and solve addition and subtraction problems up through five
- Recognizes and describes parts contained in larger numbers by composing number combinations up to at least five (e.g. recognize how many have been secretly taken away from a group of five objects)
- Counts out a set of objects up to five
- Practicing estimation skills



## **NUMERACY**

### **OUTCOME 10:**

CHILD DEMONSTRATES UNDERSTANDING OF GEOMETRICAL AND SPATIAL CONCEPTS.

#### **Indicator 10.1:**

Recognizes, names, describes, compares, and creates familiar shapes.

### **THREES**

- Identifies some familiar shapes by name in various circumstances
- Identifies 2-dimensional shapes (starting with familiar shapes such as circle and triangle in different orientations and sizes)
- Is beginning to recognize how figures are composed of different shapes

### **FOURS**

- Identifies basic shapes
- Describes and compares characteristics of shapes and creates them with a variety of materials
- Identifies and describes a variety of 2-dimensional and 3-dimensional shapes with mathematical names (e.g. ball/sphere, can/cylinder) regardless of orientation and size
- Recognizes that figures are composed of different shapes



## CROSS OF HOPE PRESCHOOL DEVELOPMENTAL OBJECTIVES

### NUMERACY

#### OUTCOME 11:

CHILD DEMONSTRATES AN UNDERSTANDING OF NON-STANDARD AND STANDARD UNITS TO MEASURE AND MAKE COMPARISONS.

#### Indicator 11.1:

Builds an understanding of time in the context of their lives, schedules, and routines.

#### THREES

- Sorts objects that are similar in size and length
- Is introduced to conventional tools for understanding time such as a calendar and a clock

#### FOURS

- Is introduced to conventional tools for understanding time such as a calendar and a clock

#### Indicator 11.2:

Anticipates, remembers, and describes sequence of events with increasing accuracy.

#### THREES

#### FOURS

#### Indicator 11.3:

Demonstrates emerging knowledge of measurement.

#### THREES

- Sorts objects that are similar in size and length
- Experiences measurement in a variety of cooking experiences

#### FOURS

- Uses standard or non-standard measurement tools
- Experiences measurement in a variety of cooking experiences



## CROSS OF HOPE PRESCHOOL DEVELOPMENTAL OBJECTIVES

### NUMERACY

#### OUTCOME 12:

CHILD DEMONSTRATES THE ABILITY TO INVESTIGATE, ORGANIZE AND CREATE REPRESENTATIONS OF DATA.

##### Indicator 12.1:

Sorts, classifies, and groups materials by one or more characteristics.

#### THREES

- Sorts or matches objects that are identical

#### FOURS

- Sorts and classifies according to category, including graduated order
- Recognizes and creates simple alternating pattern

#### OUTCOME 13:

CHILD DEMONSTRATES THE ABILITY TO INVESTIGATE, ORGANIZE AND CREATE PATTERNS.

##### Indicator 13.1:

Recognizes, names and builds repeating patterns.

#### THREES

- Sorts or matches objects that are identical

#### FOURS

- Sorts and classifies according to category, including graduated order
- Recognizes and creates simple alternating pattern



## CROSS OF HOPE PRESCHOOL DEVELOPMENTAL OBJECTIVES

### NUMERACY

#### **OUTCOME 14:**

CHILD UNDERSTANDS AND APPLIES MATH VOCABULARY IN EVERYDAY USE.

#### **Indicator 14.1:**

Uses developmentally appropriate math vocabulary in a variety of contexts.

### THREES

- Increasingly uses math vocabulary such as big, medium, small, less than, more than,
- Uses positional vocabulary

### FOURS

- Compares the measureable attributes of two or more objects (longer, shorter, heavier, lighter,) and describes the comparison using appropriate vocabulary
- Uses positional vocabulary



## **AESTHETIC CREATIVITY**

### **OUTCOME 15:**

CHILDREN ARE PROVIDED VARIED OPPORTUNITIES TO LEARN NEW CONCEPTS AND VOCABULARY RELATED TO: *A) MUSIC & MOVEMENT*      *B) DRAMA*      *C) VISUAL ARTS*

#### **A) Music & Movement:**

##### **Indicator 15.1:**

Repeats parts of simple songs.

##### **Indicator 15.2:**

Adapts to changes in the basic qualities of music and moves in more organized ways to same/different qualities of music (beats, patterns,

##### **Indicator 15.3:**

Imitates or spontaneously sings an entire verse or song.

##### **Indicator 15.4:**

Plays with familiar rhythms and patterns in a novel way (e.g. explore, and initiate pitch (high/low) rhythm (patterns) and dynamics (loud/soft).

##### **Indicator 15.5:**

Creates music using their voices and/or a variety of instruments and materials.

##### **Indicator 15.6:**

Demonstrates directional and spatial awareness involving time (fast/slow), space (high, middle, low) or energy (hard/soft), (e.g. moving like a turtle, jumping like a frog, floating like a feather, etc.).

##### **Indicator 15.7:**

Uses dance to express themselves e.g. use movement to represent leaves falling off trees- sway arms, wiggle fingers, stretch, fall to ground).



## CROSS OF HOPE PRESCHOOL DEVELOPMENTAL OBJECTIVES

### AESTHETIC CREATIVITY

#### **OUTCOME 15:**

CHILDREN ARE PROVIDED VARIED OPPORTUNITIES TO LEARN NEW CONCEPTS AND VOCABULARY RELATED TO: *A) MUSIC & MOVEMENT*      *B) DRAMA*      *C) VISUAL ARTS*

#### ***B) Drama:***

##### **Indicator 15.8:**

Acts out simple scenarios, taking on a familiar role for brief periods during dramatic play.

##### **Indicator 15.9:**

Assumes elaborate roles in dramatic play (e.g. may play multiple roles or may stay in character for extended periods of time).

#### ***C) Visual Arts:***

##### **Indicator 15.10:**

Has opportunities to use open-ended and a variety of materials and techniques to make art creations that reflect thoughts, feelings, experiences, and knowledge in ways that reflect cultural diversity

##### **Indicator 15.11:**

Has opportunities to use open-ended and a variety of tools and materials to represent ideas through the visual arts (including 2D and 3D art).



## **SCIENTIFIC CONCEPTUAL UNDERSTANDINGS**

### **OUTCOME 16:**

CHILD USES THE SCIENTIFIC METHOD AND PROCESSES TO INVESTIGATE THEIR PHYSICAL AND NATURAL WORLD.

#### **Indicator 16.1:**

Use their five senses and appropriate materials and tools to observe, explore and experiment.

### **THREES**

- Uses senses to gather information about living things
- Explores cooking experiences-mixing, textures and composition changes
- Identifies basic colors and begins to understand the concept of mixing primary colors to make secondary colors

### **FOURS**

- Explores cooking experiences
- Identifies basic colors and begins to understand the concept of mixing primary colors to make secondary colors
- Explores structure and property of matter (hard, soft, floating, and sinking) and behavior of materials (transformation of liquids and solids by dissolving or melting)

#### **Indicator 16.2:**

Is familiarized with the steps of the scientific method and has had opportunities to explore it.

### **THREES**

- Observes, hypothesizes, conducts experiments, draws conclusions, shares results.
- Observes and participates as the teacher models the scientific method through hands on activities or experiments.

### **FOURS**

- Observes, hypothesizes, conducts experiments, draws conclusions, shares results.
- Observes and participates as the teacher models the scientific method through hands on activities or experiments.



## **SCIENTIFIC CONCEPTUAL UNDERSTANDINGS**

### **OUTCOME 16:**

CHILD USES THE SCIENTIFIC METHOD AND PROCESSES TO INVESTIGATE THEIR PHYSICAL AND NATURAL WORLD.

#### **Indicator 16.3:**

Collects data and represents/documents their findings (through drawing, journals or graphing).

### **THREES**

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### **FOURS**

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#### **Indicator 16.4:**

Uses scientific vocabulary to discuss science concepts in everyday conversation.

### **THREES**

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- Asks simple questions related to things: Where and Why?  
Ex. Why do only girl chickens lay eggs?

### **FOURS**

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- Ex. Meteorologist or Paleontologist
- Asks more detailed questions including the relationship between two things or the cause and effect relationships



## **SCIENTIFIC CONCEPTUAL UNDERSTANDINGS**

### **OUTCOME 17:**

CHILD ACQUIRES SCIENTIFIC KNOWLEDGE RELATED TO LIFE SCIENCES.

EX. DIFFERENCE BETWEEN LIVING AND NONLIVING THINGS (E.G. PLANTS VERSUS ROCKS) AND LIFE CYCLES OF VARIOUS ORGANISMS (E.G. PLANTS, BUTTERFLIES, HUMANS).

#### **Indicator 17.1:**

Understands that living things have characteristics and basic needs.

### **THREES**

- Understands what living things need to survive (Gills on a fish allow them to breathe underwater)

### **FOURS**

- Understands what living things need to survive (Gills on a fish allow them to breathe underwater)
- Understands the similarities and differences in how living things develop
- Explores how animals depend upon the environment for food, water and shelter

#### **Indicator 17.2:**

Understands that living things develop in predictable patterns.

### **THREES**

- Learns the difference between living and nonliving things  
-Life cycles (ex. Lady bugs)
- Understands how living things change over time
- Predicts, explains, and infers patterns based on observations and representation of living things, their needs and life cycles
- Makes and records by drawing, acting out, or describing observations of living things and how they change over time

### **FOURS**

- Learns the difference between living and nonliving things  
-Life cycles (ex. Lady bugs)
- Understands how living things change over time



## **SCIENTIFIC CONCEPTUAL UNDERSTANDINGS**

### **OUTCOME 18:**

CHILD ACQUIRES SCIENTIFIC KNOWLEDGE RELATED TO EARTH SCIENCE. EARTH & SKY (E.G. CHARACTERISTICS THAT INCLUDE CONCEPTS LIKE HARD AND SOFT, FLOATING AND SINKING) AND BEHAVIOR OF MATERIALS (E.G. TRANSFORMATION OF LIQUIDS AND SOLIDS BY DISSOLVING OR MELTING).

#### **Indicator 18.1:**

Understands that Earth's materials have properties and characteristics that affect how we use those materials.

### **THREES**

- Describes how various materials might be used based on characteristics or properties
- Uses scientific tools in investigations, and plays with materials such as rocks, soil, sand and water
- Understands that scientists study and describe Earth's materials

### **FOURS**

- Describes how various materials might be used based on characteristics or properties
- Uses scientific tools in investigations, and plays with materials such as rocks, soil, sand and water
- Understands that scientists study and describe Earth's materials

#### **Indicator 18.2:**

Understands that events such as night, day, the movement of objects in the sky, weather, and seasons have patterns.

### **THREES**

- Predicts and monitors weather
- Notices natural patterns with night/day, seasons, and weather

### **FOURS**

- Predicts and monitors weather and seasons
- Notices natural patterns with night/day, seasons, and weather
- Notices that different activities of various animals are aligned with daily and seasonal patterns ex. Hibernation



## **SCIENTIFIC CONCEPTUAL UNDERSTANDINGS**

### **OUTCOME 19:**

CHILD ACQUIRES SCIENTIFIC KNOWLEDGE RELATED TO PHYSICAL SCIENCE. STRUCTURE AND PROPERTY OF MATTER (E.G. CHARACTERISTICS THAT INCLUDE CONCEPTS LIKE HARD AND SOFT, FLOATING AND SINKING) AND BEHAVIOR OF MATERIALS (E.G. TRANSFORMATION OF LIQUIDS AND SOLIDS BY DISSOLVING OR MELTING).

#### **Indicator 19.1:**

Understands that objects have properties and characteristics.

### **THREES**

- Uses scientific tools such as magnets, magnifying glasses, scales, ramps and rulers in investigations and play
- Understands how various objects are similar and different

### **FOURS**

- Uses scientific tools such as magnets, magnifying glasses, scales, ramps and rulers in investigations and play.
- Understands how various objects are similar and different

#### **Indicator 19.2:**

Recognizes that there are cause-and- effect relationships in everyday experiences.

### **THREES**

- Recognizes and investigates cause and effect relationship in everyday experiences- pushing, pulling, kicking, rolling or blowing objects
- Observes different ways objects move (roll, bounce spin, slide) and what happens when they interact (collide)

### **FOURS**

- Recognizes and investigates cause and effect relationship in everyday experiences- pushing, pulling, kicking, rolling or blowing objects



## **SELF, FAMILY, AND COMMUNITY**

**OUTCOME 20:**  
CHILD EXHIBITS SELF-AWARENESS.

### **Indicator 20.1:**

Expresses needs and/or stands up for own rights.

### **Indicator 20.2:**

Makes choices and expresses likes and dislikes.

## **THREES**

- Makes appropriate choices

### **Indicator 20.3:**

Identifies own name, gender, family and culture.  
(family roles, structures)

### **Indicator 20.5:**

Identifies physical characteristics of self.

### **Indicator 20.6:**

Feels safe and comfortable expressing their joy through their own outlets.

## **THREES**

- Has knowledge of and shares information about own family members

## **FOURS**

- Recognizes they have choices

### **Indicator 20.4:**

Identifies cultural characteristics of self, family and community (home language, foods, modes of transportation, shelter, traditions, holidays, special events etc.).

## **FOURS**

- Has knowledge of and shares information about own family, community and culture
- Demonstrates understanding that there are similarities and differences among the cultural characteristics of people, families and communities (eg., language, foods, art, customs, modes of transportation and shelter)



## CROSS OF HOPE PRESCHOOL DEVELOPMENTAL OBJECTIVES

### SELF, FAMILY, AND COMMUNITY

#### OUTCOME 21:

CHILD DEMONSTRATES SELF-CONTROL

##### Indicator 21.1:

Adapts behavior to fit different situations (e.g., accepts transitions, follows daily routines and incorporates expectations).

##### Indicator 21.2:

Increasingly expresses feelings through appropriate gestures, actions and language.

#### OUTCOME 22:

CHILD DEMONSTRATES PERSONAL RESPONSIBILITY.

##### Indicator 22.1:

Cares for personal and group possessions.

### THREES

- Begins to demonstrate responsibility for care of personal items and classroom environment with adult help

### FOURS

- Routinely demonstrates responsibility for care of personal items and classroom environment

##### Indicator 22.2:

Begins to accept the consequences of his or her own actions.



## **SELF, FAMILY, AND COMMUNITY**

### **OUTCOME 23:**

CHILD WORKS COOPERATIVELY WITH OTHER CHILDREN AND ADULTS.

#### **Indicator 23.1:**

Plays and interacts with various children sharing experiences and ideas with others.

### **THREES**

- Plays alongside other children and begins to interact with other children

### **FOURS**

- Interacts with other children, sharing, talking, cooperating and taking turns

#### **Indicator 23.2:**

Uses and accepts negotiation, compromises, and discussion to resolve conflicts.

### **THREES**

- waits for something without adult help and begins to resolve conflicts with adult assistance

### **FOURS**

- Tries to work through conflicts with peers in appropriate ways (may or may not end up needs teacher help)



## CROSS OF HOPE PRESCHOOL DEVELOPMENTAL OBJECTIVES

### SELF, FAMILY, AND COMMUNITY

#### **OUTCOME 24:**

CHILD DEVELOPS RELATIONSHIPS OF MUTUAL TRUST AND RESPECT WITH OTHERS.

##### **Indicator 24.1:**

Respects the rights of others recognizing their feelings and increasingly responding with courtesy and kindness.

##### **Indicator 24.2:**

Accepts guidance and direction from a variety of familiar adults and seeks their support when needed.

##### **Indicator 24.3:**

Demonstrates an increasing understanding and acceptance of similarities and differences among people, such as gender, race, special needs, culture, language, and family structures.

##### **Indicator 24.4:**

Demonstrates understanding of the reasons for rules and laws in the home, cultural community and or classroom.



## **SELF, FAMILY, AND COMMUNITY**

### **OUTCOME 25:**

CHILD DEMONSTRATES KNOWLEDGE OF NEIGHBORHOOD AND COMMUNITY.

#### **Indicator 25.1:**

Demonstrates awareness of a variety of jobs in the community and the work associated with them through conversation and or play.

#### **Indicator 25.2:**

Sees self as a part of the classroom community and larger community by increasingly contributing to group decisions and responsibilities.

#### **Indicator 25.3:**

Understands economic concepts through use of materials and opportunities such as playing restaurant, managing a store, and identifying and exchanging money.

#### **Indicator 25.4:**

Learns about physical characteristics of their local environment as a foundation for learning geography through materials and varied opportunities.

- Describe, draw and construct aspects of the classroom, home and community, including roads, buildings, bodies of water, etc.

#### **Indicator 25.5:**

Understands change over time.

## **THREES**

- Demonstrates a basic understanding of sequence of events and time periods using terms such as time of day, yesterday, today and tomorrow
- Demonstrates a beginning understanding of change over time through discussing topics such as their own growth and how they have changed

## **FOURS**

- Demonstrates a beginning understanding of past, present and future as it relates to one's self, family and community
- Demonstrates a beginning understanding of change over time through discussing, representing or playing about expanding topics such as their own growth and family history

#### **Indicator 25.6:**

Demonstrates awareness that people share the environment with other people, animals and plants and have the responsibility to care for them (conservation, safety).



## CROSS OF HOPE PRESCHOOL DEVELOPMENTAL OBJECTIVES

### APPROACHES TO LEARNING

#### OUTCOME 26:

CHILD IS OPEN AND CURIOUS TO LEARN NEW THINGS.

#### Indicator 26.1:

Demonstrates eagerness to find out more about other people.

#### THREES

- Engages in and completes learning activities with peers
- Helps and cooperates in groups

#### FOURS

- Plans and complete learning activity with a peer

#### Indicator 26.2:

Shows interest in exploring the environment, learning new things, and trying new experiences.

#### THREES

- Shows interest in exploring the environment, often choosing favorite familiar activities, trying new experiences only with adult encouragement
- Explore objects, activities and environments
- Asks question and seek answers from a variety of sources
- Demonstrates enthusiasm for new learning (may be within familiar contexts)
- Seeks out new challenges and novel experiences

#### FOURS

- Shows interest in exploring the environment, often trying new experiences independent of adult encouragement
- Investigates ways to make something happen



## CROSS OF HOPE PRESCHOOL DEVELOPMENTAL OBJECTIVES

### APPROACHES TO LEARNING

**OUTCOME 27:**  
CHILD TAKES INITIATIVE.

#### Indicator 27.1:

Initiates interaction with peers and adults.

#### THREES

- Engages in and complete learning activities with peers
- Helps and cooperates in groups

#### FOURS

- Plans and completes learning activity with a peer

#### Indicator 27.2:

Develops increasing independence during activities, routines, and play.

#### THREES

- Is becoming more independent during activities, routines and play

#### FOURS

- Self-initiates activities and play and shows increasing independence in routines, calling on adult help when needed



## **APPROACHES TO LEARNING**

**OUTCOME 28:**  
CHILD EXHIBITS IMAGINATION AND CREATIVITY.

### **Indicator 28.1:**

Tries new ways of doing things.

### **THREES**

- Varies actions to observe different results

### **FOURS**

- Tries multiple uses of same materials and observes differing results

### **Indicator 28.2:**

Uses imagination to generate a variety of ideas.

### **THREES**

- Represents people, places or things through simple drawings, movements and three-dimensional construction

### **FOURS**

- Represents people, places or things through drawings, movements and/or three dimensional constructions that are increasingly abstract (e.g. may draw a map that includes an "X" that marks the location of the treasure)



## **APPROACHES TO LEARNING**

### **OUTCOME 28:**

CHILD EXHIBITS IMAGINATION AND CREATIVITY.

#### **Indicator 28.3:**

Role-plays to express feelings, to dramatize stories, to try out social behaviors observed in adults, and to reenact real-life roles and experiences.

### **THREES**

- Imitates real-life roles and experiences in simple role plays
- Plays with dolls or stuffed animals and realistic props together (e.g. use a play spoon to feed a doll)
- Uses a similar object to represent another object in play (e.g. pretend a pencil is a spoon)
- Uses or makes a prop to represent an object (e.g. build a telephone)
- Acts out familiar functions in play (e.g. sweeping floor, pouring milk)
- Acts out actions or scenarios involving familiar roles (e.g. teacher, doctor, firefighter)

### **FOURS**

- Uses dissimilar objects to represent other objects in play or perform an action with an imaginary object (e.g. use stirring action without anything in hand)
- Engages in extended pretend play scenarios and displays recognition of the difference between pretend or fantasy situations and reality



## CROSS OF HOPE PRESCHOOL DEVELOPMENTAL OBJECTIVES

### APPROACHES TO LEARNING

**OUTCOME 29:**  
CHILD SHOWS CONFIDENCE.

#### Indicator 29.1:

Demonstrates increasing self-confidence through interactions with others.

#### THREES

- Uses familiar patterns to problem solve (e.g. if we go to the library every other day and we went yesterday, today we will...

#### FOURS

- Uses familiar patterns to problem solve (e.g. if we go to the library every other day and we went yesterday, today we will...

#### Indicator 29.2:

Shows pride in accomplishments.

#### THREES

- 

#### FOURS

-



## APPROACHES TO LEARNING

### **OUTCOME 30:**

CHILD DISPLAYS PERSISTENCE AND PURSUES CHALLENGES.

#### **Indicator 30.1:**

Focuses and completes a variety of tasks, activities, projects, and experiences.

### THREES

- Stays with a task for up to five minutes; may give up when problems arise
- Focuses attention on interesting sights or sounds, often in shared experiences with adults
- Engages in interactions and self-selected activities for increasing lengths of time
- Maintains interest in exploring specific topics over time

### FOURS

- Stays with a task for more than 10 minutes and attempts to solve problems that arise
- Engages in preferred and some non-preferred activities for longer periods of time. Remains with some high interest activities for extended period of time

#### **Indicator 30.2:**

Demonstrates a variety of problem solving strategies.

### THREES

- Recognizes patterns in routines, objects and/or sounds and replicate sequence using objects or language
- Identifies differences between objects across multiple characteristics (e.g. texture, color, shape, size)
- Uses familiar patterns to problem solve (e.g. if we go to the library every other day and we went yesterday, today we will...)
- Tries a successful strategy in a new situation (e.g. tugging or prying on something that is stuck)
- Uses objects in new and unexpected ways to solve problems through trial and error
- Takes things apart and tries to put them back together
- Uses spatial relationships to solve problems (e.g. fit pieces into puzzle)

### FOURS

- Identifies similarities and differences in objects, people, events, sounds based on one or more attributes (e.g., same or different colors, loud or soft sounds)
- Uses familiar patterns to problem solve (e.g. if we go to the library every other day and we went yesterday, today we will...)
- Begins to question accuracy of information and sources as evidenced by sharing conflicting information from another source (e.g. when the teacher share information with class, says, "But my dad says...")
- Tries multiple strategies to solve a problem and draws on their experiences and environment



## **APPROACHES TO LEARNING**

### **OUTCOME 30:**

CHILD DISPLAYS PERSISTENCE AND PURSUES CHALLENGES.

#### **Indicator 30.3:**

Demonstrates increased use of executive functions skills (choosing, planning, task persistence, cognitive flexibility, working memory, and self-regulation).

### **THREES**

- Makes choices based on preferences
- With adult assistance, chooses activities and plans what to do
- Completes self-selected short-term activities many times to gain mastery
- Continues working through moderately difficult activities, despite some frustration
- Purposefully tries multiple ways of using the same objects
- Realizes when something is not working and with adult assistance can try another approach
- With adult assistance, stops and considers alternatives when encountering a problem
- Remembers where recently used objects were placed
- Engages in games that involve remembering (e.g. memory)
- Engages in interactions and self-selected activities for increasing length of time
- Maintains focus on high-interest activities in the face of routine distractions
- With adult support, resists impulses in structured settings for brief, but increasing periods of time
- With adult reminders can briefly inhibit initial response (e.g. stop imitating inappropriate behaviors of peers, wait turn to respond to question or prompt in group setting)

### **FOURS**

- Chooses activities and plans what to do
- Completes longer term and more complex tasks with a focus on the goal, despite frustration
- Generates or seeks out multiple solutions to a problem
- Hold in mind the topic of group discussion and contribute personal experience (e.g. when talking about something that is broken says, “my mom used a screwdriver to fix our shelf”)
- Typically resists impulses and can wait longer to respond in more structured settings (e.g. At a restaurant, in circle time in preschool)



## CROSS OF HOPE PRESCHOOL DEVELOPMENTAL OBJECTIVES

### SPIRITUAL DEVELOPMENT

#### OUTCOME 31:

CHILD DEMONSTRATES AN UNDERSTANDING OF WHO GOD IS.

##### Indicator 31.1:

Understands that God is love.

##### Indicator 31.2:

Understands that God is real.

- Recognizes that God is everywhere

##### Indicator 31.3:

Understands that God is truth.

##### Indicator 31.4:

Understands that God is Jesus' father.

#### OUTCOME 32:

CHILD DEMONSTRATES AN UNDERSTANDING THAT GOD CREATED THE WORLD.

##### Indicator 32.1:

Understands that God created all things.

- "God made the world and everything in it!"

##### Indicator 32.2:

Recognizes that God wants each person to care for the world.

##### Indicator 32.3:

Understands that God created me and I am special.

- God made us to do good

#### OUTCOME 33:

CHILD DEMONSTRATES AN UNDERSTANDING THAT GOD IS A LOVING GOD.

##### Indicator 33.1:

Understands that God loves me and takes care of me.

- Knows God is always with us and there for us
- Knows God loves us always!
- Takes pride in his/her own creations because God delights in his/her work

##### Indicator 33.2:

Understands that God forgives us and wants us to forgive others.

##### Indicator 33.3:

Understands that Jesus is our friend.

- Knows Jesus is always with us

##### Indicator 33.4:

Understands that God wants us to love each other.

- Knows Friends are a gift from God
- Shares God's love



## **SPIRITUAL DEVELOPMENT**

### **OUTCOME 34:**

CHILD UNDERSTANDS THAT THE BIBLE IS A SPECIAL BOOK.

#### **Indicator 34.1:**

Understands that the Bible is the word of God.

- Knows the Bible is truth
- Recognizes the Bible truths- character lessons, life lessons, learning application
- Recognizes the Bible is God's book written for us
- Shares about God, Jesus & Bible with others

#### **Indicator 34.2:**

Understands that the Bible teaches us the Fruits of the Spirit in order to carry out God's plan.

- Knows that Faithfulness, Goodness (helping others-mission projects) Gentleness, Kindness, Self-Control, Love, Joy, Peace & Patience

#### **Indicator 34.3:**

Hears the word of God and obeys it.

### **OUTCOME 35:**

CHILD UNDERSTANDS THAT PRAYER IS TALKING TO GOD.

#### **Indicator 35.1:**

Uses prayer to express thoughts, thankfulness and needs to God.

- Knows God hears our prayers
- Understands you can pray at any time (at meals, before bedtime, etc.)
- Demonstrates how to pray
- Recognizes the importance of prayer (why)
- Praises God

#### **Indicator 35.2:**

Knows that they can ask for God's help.



## CROSS OF HOPE PRESCHOOL DEVELOPMENTAL OBJECTIVES

### SPIRITUAL DEVELOPMENT

#### **OUTCOME 36:**

CHILD UNDERSTANDS THE TRUE MEANING OF CHRISTMAS AND EASTER.

##### **Indicator 36.1:**

Understands that Christmas is about the birth of Jesus.

##### **Indicator 36.2:**

Understands that Easter is about the death and resurrection of Christ.

#### **OUTCOME 37:**

CHILD UNDERSTANDS PLACES AND WAYS TO WORSHIP.

##### **Indicator 37.1:**

Understands that church is a welcoming place for praise and worship and learning about God.