

Southern Union Conference
ECEC TEACHER GOALS & DEVELOPMENTAL PERFORMANCE STANDARDS
for the GROWTH of the YOUNG CHILD

You shall teach them diligently to your children, and shall talk of them when you sit in your house, when you walk by the way, when you lie down, and when you rise up. (Deut 6:7, NKJV)

Deuteronomy 6:7 exemplifies our philosophy that the most effective learning for children comes when there is collaboration and collective experiences in the home, the church and the school/center.

The following Standards provide direction in both long-range and short-term planning for Spirit-filled instruction that will develop the spiritual, physical and health, social-emotional, and cognitive domains in young children.

Too much importance cannot be placed upon the early training of children. The lessons learned, the habits formed, during the years of infancy and childhood, have more to do with the formation of the character and the direction of the life than have all the instruction and training of after years.

(Ministry of Healing, p. 380)



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Teachers: These developmental performance standards are applicable to infants through preschool age children. The specific standards and benchmarks as seen in this document are written in verbiage for the developmental abilities of the three through five year old children. To assure that developmentally appropriate practices are exercised for the infants and toddlers as well, *all* standards and benchmarks statements herein must be read beginning with the words, "Begins to"

For example, STANDARD 1.1 states "Develops beliefs about God, the Trinity and the Bible." And BENCHMARK 1.1.3 states "Develops an interest in Bible stories and memory verses." It is appropriate to expect a three, four or five year old to develop beliefs and interests as stated. We have proof of that when we hear children say things like "Jesus is God's Son," "God is like Daddy," "Can we hear the story about Zacchaeus again?" and/or willingly repeats a memory verse. But for the non-verbal infant and toddler, it is essential to adapt and read STANDARD 1.1 and BENCHMARK 1.1.3 as "Begins to develop beliefs about God, the Trinity and the Bible." and "Begins to develop an interest in Bible stories and memory verses." as it is more difficult to assess their development and obtain proof of it.

These standards and benchmarks provide purposeful goals for directing teachers in creating meaningful experiences for the growth and progress of skill development in the rapidly changing young child.



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DEVELOPMENTAL DOMAIN 1:		
<u>SPIRITUAL</u>		
STANDARDS	BENCHMARKS	INDICATORS
<p>God:</p> <p>1.1 Develops beliefs about God, the Trinity, angels and the Bible</p>	<p>1.1.1 Begins to understand God—the Father, the Son, the Holy Spirit</p> <p>1.1.2 Begins to understand the Bible is God talking to man</p> <p>1.1.3 Develops an interest in Bible stories and memory verses</p> <p>1.1.4 Begins to understand God’s unconditional love</p> <p>1.1.5 Begins to experience faith</p> <p>1.1.6 Begins to understand that God sends His angels to protect His children.</p>	<p>Child:</p> <ul style="list-style-type: none"> • May say, “God is like Daddy.” or “Jesus is God’s son.” • Expresses the idea that, God’s Spirit is with him telling him of His love, like Grandma on the phone, he can’t see Grandma but can hear her say she loves him. • Holds Bible and points to pictures inside and tells something about them. • Memorizes simple Bible verses. • Pulls close to, takes hand of, or accepts hug from adult after being disciplined showing his comfort and trust in the adult.
<p>Creation:</p> <p>1.2 Begins to understand events of creation, the nature of man and his relationship to God</p>	<p>1.2.1 Develops an appreciation of creation and an interest in studying nature</p> <p>1.2.2 Begins to understand that man was made in God’s image with the freedom to make choices</p> <p>1.2.3 Begins to recognize true happiness comes from obeying God</p> <p>1.2.4 Willingly participates in prayer and praise to God</p>	<p>Child:</p> <ul style="list-style-type: none"> • Says, “God made the grass, and the flowers, and me.” • Gives others the chance to choose. • Smiles and displays a happy spirit when doing for others. • Says simple prayer. “Dear Jesus, thank you for this wonderful day.” • Sings, “Praise Him, praise Him, all ye little children, God is Love . . .”

<p>Salvation:</p> <p>1.3 Begins to understand the plan of salvation</p>	<p>1.3.1 Begins to comprehend good versus evil</p> <p>1.3.2 Begins to understand Jesus' love through His death and resurrection</p> <p>1.3.3 Begins to realize that Jesus wants to save everyone from evil and take everyone to heaven</p> <p>1.3.4 Begins to realize that Jesus is a loyal friend and wants to be loved by His children</p> <p>1.3.5 Chooses to love Jesus and become like Him showing Christ-like behavior</p> <p>1.3.6 Begins to understand and practice forgiveness</p>	<p>Child:</p> <ul style="list-style-type: none"> • When discovering a dead bird in the playground, says, "Someday, Jesus will come and birds won't die." • Studies pictures of Jesus' death and resurrection and explains, "Jesus did that for me because He loves me." • Imagines what heaven is like, "When I get to heaven, I am going to ride on a lion." • Sings, "Jesus loves the little ones like me, me, me." • Says, "I love Jesus." and initiates showing kindness and love towards others.
<p>Worship & Church Life:</p> <p>1.4 Begins to develop an appreciation of the church, God's family and spiritual gifts</p>	<p>1.4.1 Understands church is a special place where people go to worship God</p> <p>1.4.2 Recognizes that the church family is made of a diverse group of people</p> <p>1.4.3 Begins to understand the meaning of baptism and the Lord's Supper</p> <p>1.4.4 Begins to develop talents for serving God and others</p> <p>1.4.5 Begins to understand the gift of Prophecy through stories and Teachings of Ellen White and other Bible prophets</p> <p>1.4.6 Recognizes that worship to God can take place anywhere any time</p> <p>1.4.7 Participates in worship to God through praying, singing, Bible story lessons, testimonials/sharing through conversations, witnessing, etc.</p> <p>1.4.8 Shows reverence during worship times</p>	<p>Child:</p> <ul style="list-style-type: none"> • Plays "Church" during center time. • Is given opportunity to relate to older people, disabled people, younger children, and people of various ethnicities. • Acts out the Lord's Supper or baptism by immersing dolls or imaginary figures. • Develops appropriate self-worth (God-worth) and displays it by helping the care provider, teacher, and classmates. • May say, "I have the gift of keeping things clean." • Says, "Can we have worship now? I want to hear the story of ... " or, "I want to sing ..." • Eagerly raises his hand to be chosen to "talk to or about Jesus". • Is consistently seen being calmer during worship time.

<p>Christian Living:</p> <p>1.5 Recognizes the joy in Christian living</p>	<p>1.5.1 Begins to understand and practice living by the Ten Commandments</p> <p>1.5.2 Begins to appreciate God’s gift of the Sabbath</p> <p>1.5.3 Begins to show thankfulness to God through Christian behavior</p> <p>1.5.4 Shows love, appreciation and acceptance for family and others</p> <p>1.5.5 Begins to show understanding for the body as the temple of God</p> <p>1.5.6 Begins to share and do good deeds for others (as Jesus instructed in the golden rule)</p> <p>1.5.7 Begins to serve God through faithful stewardship</p>	<p>Child:</p> <ul style="list-style-type: none"> • Exhibits on a simple level, loyalty to parents, sibling, and friends. • Tells the teacher about some of the fun things his family does on Sabbath. • Takes care of her area and is faithful in doing assigned tasks. • Is seen being kind, generous and cooperative towards mates. • May say, “I love you, teacher.” or “I love my Mommy.” • Is heard talking about his food like, “I’m eating apple because it’s good for me.” • Willingly and happily participates in outreach activities, giving food, gifts or toys to the less fortunate.
<p>The Return of Jesus:</p> <p>1.6 Anticipates last day events and the joy of living with Jesus in Heaven and the New Earth.</p>	<p>1.6.1 Begins to show eagerness for Jesus’ second coming and going to Heaven</p> <p>1.6.2 Begins to look forward to living in the New Earth</p>	<p>Child:</p> <ul style="list-style-type: none"> • Exhibits an enthusiastic attitude toward stories about Jesus’ second coming. • May say, “When I get to Heaven. . .” • May sing, “A great big _____ to play with, a great big _____ there’ll be, a great big _____ in heaven, and he won’t be afraid of me.”

DEVELOPMENTAL DOMAIN 2:

PHYSICAL AND HEALTH

STANDARDS	BENCHMARKS	INDICATORS
<p>Gross Motor:</p> <p>2.1 Participate in a variety of gross and perceptual motor activities to develop control, balance, strength, and coordination</p>	<p>2.1.1 Uses spatial awareness to control body movements</p> <p>2.1.2 Develops coordination and balance</p> <p>2.1.3 Increases strength, endurance, and flexibility</p> <p>2.1.4 Coordinates large muscle movements</p> <p>2.1.5 Develops perceptual motor skills</p>	<p>Child :</p> <ul style="list-style-type: none"> • Runs during a game of tag, slowing and accelerating as needed maneuvering around equipment and people. • Walks backward. • Balances along the curb without falling off. • Bends stretches and twists while playing or exercising. • Throws a ball to a friend. • Is seen pumping the swing to going higher on his own. • Adjusts gait to accommodate different walking surfaces.
<p>Fine Motor:</p> <p>2.2 Uses fine motor skills with purpose, precision, and coordination</p>	<p>2.2.1 Accomplishes fine motor tasks smoothly</p> <p>2.2.2 Shows increasing refinement and detail in movements</p> <p>2.2.3 Performs tasks that require small muscle strength and control</p> <p>2.2.4 Develops eye-hand coordination</p> <p>2.2.5 Holds utensils properly</p>	<p>Child:</p> <ul style="list-style-type: none"> • Tears paper into pieces to make a collage. • Draws and paints with control. • Strings large beads. • Hits peg with a toy hammer. • Uses writing, eating, and art utensils correctly.
<p>Health:</p> <p>2.3 Participates in activities related to health and personal care routines</p>	<p>2.3.1 Willing to choose and try a variety of nutritious foods</p> <p>2.3.2 Learns the importance of a healthy body, daily physical activity and rest</p>	<p>Child:</p> <ul style="list-style-type: none"> • Willing tries a variety of food groups and unfamiliar foods. • Tells a friend, "Let's play tag." • Willing takes a rest at nap time. <p>Child:</p>

<p><i>Health-Continued:</i></p>	<p>2.3.3 Shows increasing independence in performing personal care routines</p> <p>2.3.4 Shows understanding of importance for medical or dental visits</p>	<ul style="list-style-type: none"> • Gets a tissue to wipe nose when needed, and then washes hands. • Washes and dries hands after using the toilet. • Covers mouth when coughing or sneezing, and then washes hands. • Role-plays hygiene and health practices with dolls or stuffed animals. • Happily announces, "I'm going to the doctor today!"
<p><i>Safety:</i></p> <p>2.4 Recognizes and practices safe behaviors</p>	<p>Emergencies:</p> <p>2.4.1 Listens to and follows adult directions during emergencies</p> <p>2.4.2 Knows how and when to seek help</p> <p>Environmental:</p> <p>2.4.3 Develops knowledge of environmental safety practices concerning: Water, sun, animals, plants, playgrounds, fire, streets, weapons, medications, poisons, tools</p>	<p>Emergencies:</p> <p>Child:</p> <ul style="list-style-type: none"> • Follows directions first time given. • While playing, tells a friend to call 911 because the "baby [doll] is hurt." • While playing, tells his friend to "Stop, Drop and Roll!" <p>Environmental:</p> <p>Child:</p> <ul style="list-style-type: none"> • Says, "Don't go near a lake without your parents." • Tells a friend, "Never look at the sun, it will hurt your eyes." • Says, "Don't pet strange dogs." or "Don't touch spider, it might bite." • Warns friend not to eat berries on bush in schoolyard because they might be poisonous. • Exhibits safe playground practices by waiting to take a turn on the slide, or avoiding moving swings. • Tells another, "You shouldn't play with matches because they can start a fire and burn down your house."

Personal:

2.4.4 Develops knowledge of personal safety including good and bad touch, stranger awareness, knowing personal information, etc.

Child:

- Actively participates in emergency drills.
- Says, "You have to STOP at the red light!"
- Tells friend, "A real gun can hurt you!"
- Can distinguish between medication and candy. Child might say, "My daddy says, 'pills aren't candy'."
- Avoids cleaning solutions unless supervised by an adult.
- Remembers to hold the scissors/pencil point end down when walking.
- Puts on safety goggles when playing 'shop'.

Personal:

Child:

- Waits for an adult to say it's safe to cross the street.
- Asks an adult for help when made to feel uncomfortable or unsafe by another person.
- Refuses to respond when an unfamiliar adult talks to him/her face-to-face or on a phone.
- Might say, "Don't go near a stranger's car."
- Is able to tell caregiver/teacher parent/legal guardian's full name
- Calls for help during emergencies (e.g., shouts for an adult, asks an adult for help, calls 9-1-1)

DEVELOPMENTAL DOMAIN 3:

SOCIAL-EMOTIONAL

STANDARDS	BENCHMARKS	INDICATORS
<p>Self-awareness:</p> <p>3.1 Develops confidence, self-awareness, self-control, and personal responsibility</p>	<p>3.1.1 Separates from family members without undue stress</p> <p>3.1.2 Recognizes own abilities and accomplishments</p> <p>3.1.3 Recognizes individual uniqueness</p> <p>3.1.4 Expresses feelings through appropriate gestures, actions, and language</p> <p>3.1.5 Follows rules and routines purposefully and respectfully</p> <p>3.1.6 Begins to manage transitions, adapt to changes, and accept redirection</p> <p>3.1.7 Begins to take responsibility for self; shows initiative, self-direction, and sustains attention to task</p> <p>3.1.8 Develops patience and good manners</p>	<p>Child:</p> <ul style="list-style-type: none"> • Doesn't cry when dropped off at school or child care. • Is able to express opinions or ideas such as, "I know how to get the top to stay on." • Approaches adult to express feelings such as, "I don't like to paint. Do I have to do that?" • Puts puzzle away when clean-up time is announced. • Gets a sponge to wipe up milk after spilling it on the table. • Uses indoor voice and outdoor voice appropriately. • Initiates interaction with other, e.g., asks a friend to play on the slide together. • Demonstrates persistence by working on a project throughout the course of the day.
<p>Others:</p> <p>3.2 Develops interpersonal and social skills for relating with others</p>	<p>3.2.1 Respects rights and needs of others</p> <p>3.2.2 Shows empathy and understanding of others</p>	<p>Child:</p> <ul style="list-style-type: none"> • Says thank you after receiving a snack. • Waits for turn during a conversation. • Might say, "Teacher, (___) doesn't like orange juice. Can she have apple juice instead?"

<p><i>Others-Continued:</i></p>	<p>3.2.3 Respects similarities and differences among people</p> <p>3.2.4 Works and plays cooperatively with others</p> <p>3.2.5 Uses age appropriate conflict resolution skills</p> <p>3.2.6 Uses courteous words and actions</p> <p>3.2.7 Forms and sustains relationships</p>	<ul style="list-style-type: none"> • Sees friend crying and gives a hug. <p>Child:</p> <ul style="list-style-type: none"> • Agrees to share blocks with friend who wants to play with them. • Uses I messages, "It makes me feel sad when you take my bike!" • Uses 'please/no thank you' appropriately. • Develops friendships with other children.
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DEVELOPMENTAL DOMAIN 4:

LANGUAGE / COMMUNICATION

STANDARDS	BENCHMARKS	INDICATORS
<p>Spoken/Expressive:</p> <p>4.1 Uses language to communicate ideas, experiences, questions and feelings</p>	<p>4.1.1 Uses English, Spanish, French, sign or other languages for a variety of purposes</p> <p>4.1.2 Initiates and engages in conversation which should include age-appropriate usage of nouns and events</p> <p>4.1.3 Speaks clearly using appropriate tone and inflection</p>	<p>Child:</p> <ul style="list-style-type: none"> Leads adult to the toy shelf and points to a particular toy. Uses words and expressions in native language or sign language to express thoughts. Will add when someone is talking about a trip to a park, "I went to the park too. We had a picnic." Tells simple stories using appropriate tone and inflection.
<p>Listening/Receptive:</p> <p>4.2 Listens and comprehends directions, conversations, and stories</p>	<p>4.2.1 Follows increasingly complex instructions</p> <p>4.2.2 Responds to questions</p> <p>4.2.3 Makes predictions</p> <p>4.2.4 Gains information</p> <p>4.2.5 Retells information</p>	<p>Child:</p> <ul style="list-style-type: none"> Responds to directions, "Put the block on the table, put your paper in the cubby, and line up to go outside." Responds to questions such as, "Where is your coat?" Makes predictions, "It's cloudy outside, it might rain!" Gains information, "The rain is water." Tells simple stories and facts, "Today it rained, and we played in the puddles."
<p>Pre-Writing:</p> <p>4.3 Uses age-appropriate writing to communicate ideas</p>	<p>4.3.1 Uses scribbles, shapes, pictures and letters</p> <p>4.3.2 Dictates thoughts, experiences, and stories</p>	<p>Child:</p> <ul style="list-style-type: none"> While playing teacher, says, "I am sending a good note home," and scribbles a note on a piece of paper. Partners willingly with an adult to dictate a story or experience.

<p><i>Pre-Writing-Continued:</i></p>	<p>4.3.3 Uses a variety of writing tools, materials and smooth surfaces</p> <p>4.3.4 Develops left to right orientation</p> <p>4.3.5 Explains own "writing" to others</p> <p>4.3.6 Holds writing utensils properly and positions paper correctly</p>	<p>Child:</p> <ul style="list-style-type: none"> • Draws or writes using pencils, crayons, paint, and/or shaving cream on paper, cardboard, chalkboard, and/or dry erase board, etc. • Writes own name from left to right. • Writes letter-like forms on a page and says, "This is a note for my mommy." • Demonstrates with ease holding writing utensils properly, and positions paper correctly.
<p><i>Pre-Reading:</i></p> <p>4.4 Uses age appropriate strategies to develop reading skills</p>	<p>4.4.1 Recognizes that print has meaning</p> <p>4.4.2 Shows increasing interest in books and reading related activities such as pretend reading</p> <p>4.4.3 Exhibits book-handling skills</p> <p>4.4.4 Begins to recognize that letters form words and words form sentences</p> <p>4.4.5 Begins to develop a sense of story, responds to text, and recalls a story in sequence</p> <p>4.4.6 Shows phonological and phonemic awareness</p> <p>4.4.7 Begins to track the direction of print</p>	<p>Child:</p> <ul style="list-style-type: none"> • Points to words under a picture and says, "What does this say?" • Pretends to read a letter while playing post office. • When handed a book upside down, turns the book right side up before beginning to look at it. • Correctly names letters while playing with alphabet stamps, magnets, cards, etc. • Recognizes/reads 'I love mommy.' • Listens with interest to stories. • After hearing a story about a dog, asks questions or responds "I have a dog!" • Acts out a familiar story using dramatic play materials. • Is able to make sound of first letter in name, e.g., Johnny makes the "j" sound as he prints the letter. • Is able to clap each syllable of a name during a name game or name song. (Example: Ros-a-lee = clap, clap, clap)

<p>Vocabulary:</p> <p>4.5 Develops an understanding of new vocabulary introduced in conversations, activities, stories, or print</p>	<p>4.5.1 Shows a growing vocabulary in all areas: listening, speaking, writing and reading</p> <p>4.5.2 Uses positional, directional, temporal and comparative vocabulary</p> <p>4.5.3 Begins to formulate complex sentences sometimes with rare words</p>	<p>Child:</p> <ul style="list-style-type: none"> • Points to a cup when in response to: "Show me the cup." • Perceives differences between similar sounding words (e.g., "coat and goat", three and free"). • Notices beginning sounds in familiar words. • Responds correctly, "On the table," when asked, "Where is the <u>(object)</u>?" • Explains, "After lunch, I'm going to Grandma's." • Says, "My ball bounced higher than Joey's." • Suggests, "You build the bridge so I can push my car under it." or says, "Isn't that a magnificent bridge?"
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DEVELOPMENTAL DOMAIN 5:

COGNITIVE DEVELOPMENT / GENERAL KNOWLEDGE

STANDARDS	BENCHMARKS	INDICATORS
<p>Fine Arts:</p> <p>5.1 Creates, perceives, interprets, performs and responds to art, drama, music and movement, and practical arts.</p>	<p>Art:</p> <p>5.1.1 Uses a variety of media, techniques, and processes for sensory experience and creative exploration</p> <p>5.1.2 Elects to use art to make sense of the environment and community</p> <p>5.1.3 Describes the characteristics and merits of one’s own artwork and the artwork of others</p> <p>5.1.4 Begins to explore and appreciate history and various cultures through art</p> <p>Drama:</p> <p>5.1.5 Participates in dramatic play to express feelings, dramatize stories and reenact real-life experiences</p> <p>5.1.6 Uses props to explore and create</p> <p>5.1.7 Responds to dramatic play experiences</p> <p>5.1.8 Begins to explore and appreciate history and various cultures through drama</p>	<p>Child:</p> <ul style="list-style-type: none"> • Uses paint on rocks to create original art work. • Makes a collage using fabric, torn paper and/or yarn, etc. • Uses a straw to blow paint across the paper. • Paints using Q-tips, brushes, sponges, etc. • Draws a picture of family’s vacation. • Looks at a picture and says, “That picture has a lot of blue in it.” • Makes a mask, shares how the mask was made and talks about how or why masks were made in the first place. <ul style="list-style-type: none"> • Plays hospital. • Sets up a store and invites friends to go shopping. • Selects, from a box of old clothes, a hat, jacket and piece of rope and portrays a fire fighter putting out a fire. • Pretends to be a teacher and reads a book to the stuffed animals. • Explains experiences when asked, “What are you playing?” or “What’s happening here?” • Dramatizes participating in a Pow- Wow.

<p><i>Fine Arts-Continued:</i></p>	<p>Music and Movement:</p> <p>5.1.9 Explores various music types and musical instruments</p> <p>5.1.10 Participates in listening, singing, performing action songs, and using various instruments</p> <p>5.1.11 Begins to explore and appreciate history and various cultures through music and movement</p> <p>5.1.12 Uses movement and music to express thoughts, feelings, and creativity</p> <p>Practical Arts:</p> <p>5.1.13 Begins to enjoy the process of learning to sew, cook, woodwork, garden, etc.</p> <p>5.1.14 Begins to explore and appreciate history and various cultures through the practical arts</p> <p>5.1.15 Responds to practical art experiences</p>	<p>Child:</p> <ul style="list-style-type: none"> • Child uses a tin pie pan and spoon to make a drum. • Uses maracas, rattles, rain sticks, claves, tambourine, etc. as rhythm instruments • Participates in choral/group singing • Hears Hawaiian music and sways from side to side. • Uses tom tom drums while listening to Native American music. • Waves ribbons in sync to appropriate instrumental music <ul style="list-style-type: none"> • “Sews” card shapes with shoe lace. • Works in the shop area with tools. • Plants seed in dirt and waters and waits, watching for the first tiny sprouts. • Builds a teepee or a log cabin while adult talks about the Indians and settlers. • May comment, “I would like to live in a teepee.
<p><i>Mathematics:</i></p> <p>5.2 Develops in number and operations, geometry and spatial sense, patterns and relationships, measurement, and exploring data</p>	<p>5.2.1 Uses mathematical terms,—counting, and awareness of time in context of daily routines, activities, and play</p> <p>5.2.2 Uses numbers and counting to analyze quantity and number relationships</p> <p>5.2.3 Investigates spatial relationships and recognizes attributes of common shapes</p> <p>5.2.4 Recognizes, creates and duplicates simple patterns</p>	<p>Child:</p> <ul style="list-style-type: none"> • Participates in counting the number of children in the room. • Works on puzzle matching the numeral on one half to the number of objects on the other half. • Uses arms to form a circle to represent the sun. • Uses a finger to copy basic shapes in shaving cream or sand.

<p>Mathematics-Continued:</p>	<p>5.2.5 Explores the various kinds of relationships between objects, events, and actions</p> <p>5.2.6 Uses a variety of standard and non-standard means of measurement</p> <p>5.2.7 Collects, organizes, displays and uses relevant data</p> <p>5.2.8 Develops problem solving skills through the application of different strategies</p> <p>5.2.9 Begins to recognize numerals and their value.</p>	<p>Child:</p> <ul style="list-style-type: none"> • Says, "I put all of these together [helicopter, bee, plane, birds] because they all fly." • Stacks blocks as tall as friend. • Looks at class-created picture graph of selected fruit and says, "A lot of kids like bananas." • Looks at four slices of apple, eats one and says, "Now I have three slices of apple."
<p>Science:</p> <p>5.3 Uses the scientific method to experience physical, life, space and earth sciences.</p>	<p>5.3.1 Explores, inquires, predicts, experiments with, makes discoveries and describes results about objects, organisms and events in the environment</p> <p>5.3.2 Interacts with objects and materials to investigate and describe their physical properties</p> <p>5.3.3 Discovers characteristics of living things</p> <p>5.3.4 Understands that all living things must be cared for</p> <p>5.3.5 Participates in activities to preserve the ecosystem, classroom and community environments</p> <p>5.3.6 Explores properties of earth and space</p> <p>5.3.7 Uses senses and simple tools to observe earth, space, and natural phenomena</p>	<p>Child:</p> <ul style="list-style-type: none"> • Looks closely at a beautiful butterfly on a flower. • Asks about the sparkle in the rock found on the playground. • Says, "After lightning there is thunder." • Says, "If I step on the balloon, it will pop." • Plants seeds and continues to care for them and observe changes. • Responsibly takes turn caring for classroom pet. • Helps pick up trash from the playground. • Plays in the sand box and then wants to make mud; goes to a dirt area and asks for water. • While using a pulley to hoist a bucket says, "It fell because I let go of the string." • Makes a simple balance using a flat stick and rock.

<p>Social Studies:</p> <p>5.4 Develops an appreciation of self in relationship to social systems, places, economics, civic responsibilities, and events</p>	<p>5.4.1 Develops an awareness of family, classroom, and community</p> <p>5.4.2 Appreciates people of various ages, genders, abilities, cultures and ethnicity, and their interdependence</p> <p>5.4.3 Understands the physical features and characteristics of geography</p> <p>5.4.4 Develops an awareness of the relationship, likes and differences between people, places and regions</p> <p>5.4.5 Recognizes the relationship between needs versus wants, supply and demand, and other economic concepts</p> <p>5.4.6 Realizes that money is used in exchange of goods and services</p> <p>5.4.7 Begins to understand rights, responsibilities and roles of citizenship in a community</p> <p>5.4.8 Begins to track events of the past, present and future</p>	<p>Child:</p> <ul style="list-style-type: none"> • Assists with family chores, e.g., setting the table during play time in home living center • Participates in group activities. • Announces to the group, "I'm the line leader!" • Helps push the wheel chair of the volunteer out to the playground. • Plays "map" and has her friends follow her "map" around the playground. • Says, "I live near Washington, D.C." • Asks his mother to buy crayons. • Plays store using play money. • Reminds another child to pick up their toys when they are finished playing with them. • Says, "Last week we did the Lamb story, now we are reading the Bear story. What are we going to read next week?"
<p>Technology:</p> <p>5.5 Develops an awareness of the relationship between science, technology, society and the individual</p>	<p>5.5.1 Begins to understand the uses of different forms of technology and how they help people</p> <p>5.5.2 Begins to use different forms of technology appropriately</p>	<p>Child:</p> <ul style="list-style-type: none"> • Says, "My daddy uses the GPS to find directions." or "My mommy uses the computer to make pictures." • Says, "The doctor used a machine that see my bone." • Says, "I want to see. . ." When a video camera is taking pictures. • Learns how to record and playback voices on various devices (cassette player, cell phone, iPAD, etc).

<p>Technology-Continued:</p>		<ul style="list-style-type: none">• Demonstrates appropriate usage of a mouse and keyboard and may say, "That is a ____" while typing various letters.• Practices number recognition by manipulating the keys on a calculator or dialing 911, parents phone numbers, etc. on a cell phone.• Practices health and safety by staying a safe distance from screens when in use.
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