

2012

CURRICULUM STANDARDS PreKindergarten

This curriculum document was written by administrators and teachers in the Diocese of Ft. Worth, Texas.



DIOCESE OF FORT WORTH

Pre-Kindergarten Curriculum

PHILOSOPHY

In the Catholic Diocese of Fort Worth, Texas, pre-kindergarten education believes in the value of all members of society, including children. Our schools nurture the spiritual, intellectual, physical, and social/emotional growth of each child. The pre-kindergarten environment fosters love of God, love of self, love of others and provides opportunities for children to participate in contributing to their home, school, and church communities. The program provides active, hands-on learning based on the knowledge of how and when a child learns and develops. The curriculum is academically rigorous and incorporates differentiated instruction to meet the needs of students. Within this atmosphere, the child grows as a unique person in God's world.

RATIONALE

In our Catholic schools' students hear the Gospel Message proclaimed daily, learn and appreciate the teachings of our Church, build community, pray, worship, and participate in Christian service with the guidance of their pastor, administrator, and teachers. In all courses offered in our schools "it is necessary, therefore, that religious instruction in school appear as a scholastic discipline with the same systematic demands and the same rigor as other disciplines. It must present the Christian message and the Christian event with the same seriousness and the same depth with which other disciplines present their knowledge. It should not be an accessory alongside of these disciplines, but rather it should engage in a necessary interdisciplinary dialogue." (GDC 73) Thus, all courses in our Catholic schools will reflect the Gospel message, teachings of the Church, and traditions of the Church. Each student, parent, teacher and administrator is a valued member of our Catholic school community and will seek to attain and give the fullness of Christ's love to one another.

The following areas encompass the preschool curriculum:

Religious Formation

Each child will experience the gospel values of community, faith, hope, courage, reconciliation, service, justice, and love through concrete activities and modeled examples.

Social/Emotional Development

Each child's development of self-discipline is facilitated through appropriate independent and group behavior in a Christ-like environment of trust, respect, and understanding.

Motor Development

Each child is enabled through daily activities, to become competent in body management and to acquire basic physical skills.

Literary Development

Each child will be provided opportunities to use language to communicate effectively and to facilitate thinking/learning.

Cognitive Development

Each child seeks solutions to concrete problems and understanding of relationships through exploration and experimentation in the world around them.

Technology

Each child integrates the use of technology into everyday life and relates computers to the use of electronics in his/her home.

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DIOCESE OF FORT WORTH

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The Catholic Schools office of the Diocese of Fort Worth expresses gratitude to the preschool and kindergarten teachers for their work in revising and updating the PreKindergarten Curriculum Standards.

Those who work in the field of education recognize God's gift of the human mind and its capacity to participate in the betterment of all mankind as a great challenge. As educators our work begins when the first three-year-old walks through the school's doorway. It is our mission to identify the student's gifts, challenges, and interests, engage him in activities and performances that will increase his abilities and capabilities, and watch as the student uses his newly learned knowledge to engage fully in the betterment of all mankind.

Teachers are expected to be creative as they teach their students. The infusion of Catholic teachings, traditions, and beliefs into all content areas allows teachers to help students grow and develop a Catholic worldview. The integration of knowledge, communication, technology, and deep understandings of the Catholic faith will guide the students to solve real world, cross-curricular problems. With the guidance of their teachers and their Catholic formation, students will become competent in making informed decisions which affect their daily lives, their futures, and the lives of others.

The interest, curiosity, faith, and mastery of content knowledge of each student will be developed through the teacher's use of the PreKindergarten Curriculum Standards. Working together, we are able to provide a quality Catholic education for our students.

Sincerely,

Donald Miller, Superintendent of Catholic Schools in Fort Worth

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INTRODUCTION TO CURRICULUM STANDARDS

Introduction

Diocese of Fort Worth Catholic Schools follow a standards based curriculum. The standards are the backbone on which all decisions hinge: identifying essential learning objectives, formulating formative and summative assessments, selecting teaching strategies and accommodating differences among students. The way content is organized and presented in the classroom is based on the standards. Standards can be organized and presented with many different emphases and perspectives.

Standards when implemented correctly, insist that instruction in religion, reading, writing, speaking, listening, and language be a shared responsibility across content areas. With this in mind, the majority of student learning is done through the use of well constructed interdisciplinary units. Assessment of learning happens throughout the unit as both formative and summative assessments. To prove success with standards, students will demonstrate learning through authentic assessments.

Diocese of Fort Worth Catholic Schools follow backwards design lesson planning (Wiggins, McTighe, 2005). First, the standard and objectives to be taught are identified, then the assessment that will be used to document students' success in learning will be determined. This is followed by selecting the appropriate strategies and activities to engage the students in acquiring the knowledge necessary to meet the standard. The questions guiding instructional planning are:

1. What do students need to know?
2. How will students demonstrate mastery of this knowledge?
3. How are the students different after acquiring this knowledge?

Format

The format is designed to be a framework for teachers at PK 3 and PK 4.

The first section of this guide contains the standards, objectives, assessments, and enabling outcomes. The assessments and enabling outcomes are suggestions and teachers can replace them or supplement them with assessments or outcomes of superior quality that better match the abilities and needs of their students. Following each standard are sample activities.

The second section of this guide is templates for year-long-plans, content maps, unit plans, and daily lesson plans. Each unit designed for schools in the Diocese of Fort Worth must include: content maps identifying critical attributes of the unit, standard(s), objective(s), summative assessment, length of the unit, resources and materials needed for the unit, and the daily lesson plans used throughout the unit.

The fourth section is a list of accommodations for addressing students' specific needs.

The fifth section is information on differentiation.

The sixth section is vocabulary that pertains to this guide.

The last section of this guide is a list of resources and references.

Standard 1: Religious Formation: Understand the presence of God in their lives, their family, and their community

Objectives	Enabling Outcomes
<p>A. Students will identify God’s gifts</p> <p><i>Assessments: Students will orally explain God created the universe & everything in it including themselves and other people.</i></p> <p><i>Students will orally name some of the gifts God gave them including family and talents.</i></p> <p><i>Students will be able to identify talents God gave to them and talents God gave to other people.</i></p>	<ol style="list-style-type: none"> 1. Students will be able to tell the creation story 2. Students will verbalize they/man was created in the image of God. 3. Students will be able to identify talents, self, uniqueness, parents, community helpers, the world, sun, stars, growing things, animals, etc. as gifts from God. 4. Students will verbalize they were created by God, other people were created by God, everything was created by God.
<p>B. Students will demonstrate an understanding of the importance of God and the Holy Family: Mary, Joseph and Jesus.</p> <p><i>Assessment: Students will name and identify the members of the Holy Family and explain who each one is and what they did/do.</i></p>	<ol style="list-style-type: none"> 1. Students will demonstrate knowledge of Mary as Mother of God. 2. Students will demonstrate the Holy Family consists of Jesus, Mary and Joseph. 3. Students will demonstrate knowledge of Joseph as Jesus’s foster father. 4. Students will demonstrate knowledge that God is Father of all.
<p>C. Students will demonstrate an understanding of the importance of the saints.</p> <p><i>Assessment: Students will name and tell about 1 or more saints.</i></p>	<ol style="list-style-type: none"> 1. Students will demonstrate knowledge that Saints are special people recognized by the Catholic Church.
<p>D. Students will communicate with God through prayer.</p> <p><i>Assessment: Students will participate in, create, and lead prayers with the</i></p>	<ol style="list-style-type: none"> 1. Students will recite the Sign of the Cross, grace before and after meals, Glory Be, Our Father, Hail Mary, Guardian Angel Prayer, Alleluia, Holy, Holy, Holy, Amen, Glory to God, Lord hear our prayer. 2. Students will verbalize that praying is talking and listening to God.

<p><i>understanding that they are talking and listening to God.</i></p>	
<p>E. Students will demonstrate God speaks to us through the Bible</p> <p>Assessments: <i>Students will identify the Bible and analyze how God's stories speak to us.</i></p>	<ol style="list-style-type: none"> 1. Students will listen to stories from the Bible. The creation story in the Old Testament and Jesus's stories in the New Testament. 2. Students will identify rules for living from the Bible: Golden Rule, Ten Commandments
<p>F. Students will demonstrate the concept of Church and its role in their lives.</p> <p>Assessment: <i>Students will identify items found in Church: crucifix, altar, baptismal font, and podium</i></p> <p><i>Students will identify Pope, priest and other religious in their parish from pictures</i></p>	<ol style="list-style-type: none"> 1. Students will demonstrate knowledge of Church building, altar, podium, Baptismal font, cross, etc. 2. Students will demonstrate knowledge of roles of people in the church: Pope, bishop, priest, sister, brother, deacon, parishioners. 3. Students will participate in Church holidays and holy days: All Saints Day, Advent, Feast of St. Nicholas, Feast of Our Lady of Guadalupe, Christmas, Lent, Easter 4. Students will be introduced to the understanding of Church building and Church being God's people
<p>G. Students will demonstrate that Baptism is a sacrament of the Church</p> <p>Assessments: <i>Students will explain why their baptismal day was important and how they were changed.</i></p>	<ol style="list-style-type: none"> 1. Students will verbalize that by the water of Baptism they became members of the Church and received grace. 2. Students will identify the baptismal font, white garment, candle used during a baptism when displayed in the classroom or church.
<p>H. Students will demonstrate Jesus has expectations for them</p> <p>Assessments: <i>Students' behavior toward one another, the staff members of the school, and the school grounds and facilities will be Christ-like.</i></p>	<ol style="list-style-type: none"> 1. Students will identify right and wrong 2. Students will demonstrate love, respect and help to other people 3. Students will demonstrate their responsibility to care for God's earth and all of God's creations

SUGGESTED ACTIVITIES TO USE WITH STANDARD I

Show and talk about 3 or more Bibles, address what is different and what is alike	
Read creation story form Bible	
Use felt board, Smart Boards, etc. to tell creation story	
Sequence creation story using pictures	
Act out creation story	
Using magazines make posters showing God's gifts to us	
Make an All About Me book or an I Am Special book	
Read <i>Leo the Late Bloomer</i>	
Invite community helpers to class: policeman, fireman, nurse, doctor, judge, mailman, etc.	
Plan community vehicle day: have a fire truck, police car, police horse, etc. for students to see and learn about	
Plan field trip to fire station, humane society, hospital, etc.	
Visit your church and identify places and objects in church	
Make a book about your church as a class, find the objects in the book or identify the place and people	
Have students make a video tour of church with students acting as tour guides	
Have students make a video about proper behavior in church	
Take students to Mass	
Lead students in different kinds of prayer: quiet reflection, song, dance, group, individual	
Make a prayer wall of people and things students want to pray for	
Designate students to lead prayers	
Invite priest or sister to visit in classroom and speak to class	

Standard II: Social/Emotional Development: Demonstrate effective personal and social skills

Objectives	Enabling Outcomes
<p>A. Students will demonstrate self-concept, self-awareness, and appropriate self-esteem.</p> <p><i>Assessments: Students will draw pictures of themselves showing personal traits, such as hair and eye color accurately.</i></p> <p><i>Students will demonstrate and verbalize personal health and safety issues, such as washing hands, Stranger Danger, etc.</i></p> <p><i>Due to students self efficacy, they will make challenging choices and persevere until their choices are accomplished.</i></p>	<ol style="list-style-type: none"> 1. Students will identify themselves in multiple contexts, such as name, gender, age, religion, etc. 2. Students will identify self as part of family and social groups. 3. Students will show pleasure in accomplishments. 4. Students begin making good choices, such as putting on seat belt, staying out of the way of swings, choosing positive activities, etc. 5. Students develop confidence and stand up for their own rights 6. Students understand personal privacy, such as using restroom alone or with trusted adult, limits of touch, modesty, etc. 7. Students will identify their own characteristics, such as hair color, eye color, etc. 8. Students will describe self using personal preferences, such as favorite color, favorite food, I like. . ., etc. 9. Students will identify good habits of nutrition and exercise in relationship to themselves.
<p>B. Students will interact with adults and peers in appropriate manner</p> <p><i>Assessments: Students will demonstrate kindness, active listening, and respect when interacting with peers and adults.</i></p> <p><i>Students will initiate interactions with peers and adults.</i></p> <p><i>Students will express their needs, feelings, and opinions with confidence and courtesy.</i></p>	<ol style="list-style-type: none"> 1. Students will use appropriate body language, such as eye contact, handshake, wave good-bye, etc. 2. Students will use appropriate language to express needs and feelings, such as need to use bathroom, cold or hot, hungry, fear, etc. 3. Students increasingly use turn taking and sharing 4. Students form friendships with peers 5. Students form warm relationships with teachers 6. Students seek assistance from adults when appropriate 7. Students demonstrate appropriate reactions to strangers, such as not accepting 8. Students assume various roles & responsibilities as part of a classroom community. 9. Students show competence in initiating social interactions with others. 10. Students demonstrate an understanding that others have specific characteristics, perspectives, and feelings different from their own.
<p>C. Students demonstrate self-regulation of behavior and emotions</p>	<ol style="list-style-type: none"> 1. Students persevere at tasks 2. Students work independently 3. Students exhibit impulse control and self-regulation in relation to others, such as

<p>Assessments: <i>Students use active listening skills as they participate in conversations, follow directions, and recall information from texts and conversations.</i></p> <p><i>Students express their emotions and acknowledge the emotions of others in an appropriate manner.</i></p>	<p>waiting for turns, tolerating transition, staying in group, following rules & routines, etc.</p> <ol style="list-style-type: none"> 4. Students comfort self and identify emotions, such as going to quiet area when upset, student says, “I’m mad”, tells teacher when being bullied, etc. 5. Students demonstrate active listening skills, including appropriate body skills, attentive listening, and relevant questioning 6. Students show initiative in trying new tasks.
<p>D. Students communicate & demonstrate a sense of reverence for what is sacred</p> <p>Assessments: <i>Students pray spontaneously and in group situations.</i></p> <p><i>Students respect property, people and all of God’s creation by leaving activities, areas of the school and grounds, and people in a state better than they found them, such as cleaning up their materials and other materials that have been left in an inappropriate place; including a student who is being excluded in an activity, replacing an object that they broke or damaged, etc.</i></p> <p><i>Student exhibit proper behavior in multiple settings, such as church, field trip, playground, etc.</i></p>	<ol style="list-style-type: none"> 1. Students develop a sense of prayer for communicating with God 2. Students respect personal and community property through a sense of justice 3. Students show empathy and caring for others through a respect for all life 4. Students develop a sense of trust through God’s love being shown to them

SUGGESTED ACTIVITIES TO USE WITH STANDARD II

Create an “All About Me” book	
Design posters & technology assisted material about families	
Draw pictures of themselves alone	
Draw pictures of themselves in relationship to family & community	
Invite police to speak about Stranger Danger	
Invite fireman to speak about Fire Safety	
Make video of manners used when greeting & meeting people	
Create video of active listening skills	
Create Animoto to make picture display of what it means to be a friend	
Provide opportunities for students to engage in independent prayer	
Provide opportunities for students to engage in reflective prayer	
Provide opportunities for students to engage in guided prayer	
With teacher allow students to develop rules that respect personal and public property	
Create a God Loves Me using Animoto	
Host a social activity such as a game day and invite adults	
Assign students to be greeters for their classroom each morning	

Standard III: Motor Development: Use their bodies to interact with their environment

Objective	Enabling Outcome
<p>A. Students demonstrate increasing proficiency in balance/motor skills</p> <p><i>Assessment: Students will participate in physical activities, such as dance, playground activities, sports, and exercise with ease at the age appropriate skill level.</i></p>	<ol style="list-style-type: none"> 1. Students use synchronized leg & hand motions to run, hop, jump, skip, gallop, climb stairs & ladders, catch, throw, bounce and kick balls 2. Students demonstrate non-locomotor movements, such as bending, pulling, pushing, stretching, swaying, twisting, etc. 3. Students maneuver through playground equipment/obstacle courses, etc. 4. Students perform movement activities to music & group games 5. Students maintain balance when sitting, kneeling, standing in various positions & when moving forward, backward or sideways on a 10 ft. 2x4 inch beam 6. Students use synchronized movement to roll sideways
<p>B. Students demonstrate increasing skills with tabletop activities</p> <p><i>Assessment: Students manipulate the tools necessary for art, learning, play, and work with ease at the age appropriate skill level.</i></p> <p><i>Students create drawings, paintings, models, and other art creations showing more detail, personal and realistic.</i></p>	<ol style="list-style-type: none"> 1. Students manipulate writing/painting utensils (pencil, crayon, marker, paint brush, sponge, etc.) 2. Students manipulate scissors for cutting 3. Students manipulate Play-Doh, clay, water, sand, rice, beans, beads, laces, etc. 4. Students manipulate increasingly complex puzzles 5. Students manipulate blocks, Legos, etc. 6. Students activate & manipulate computer devices
<p>C. Students demonstrate increasing proficiency in self-help skills</p> <p><i>Assessment: Students care for their physical and social needs independently.</i></p>	<ol style="list-style-type: none"> 1. Students manipulate clothing by zipping, buttoning, buckling, snapping, tying, lacing, etc. 2. Students demonstrate increasing proficiency in washing hands, tables, & other sanitizing activities 3. Students demonstrate increasing proficiency with snack and lunch tasks 4. Students demonstrate increasing proficiency with transition times and activities, such as hanging backpack, nap mats, take home items, etc.
<p>D. Students negotiate home, school & community environments safely</p> <p><i>Assessment: Students do not physically hurt themselves or others.</i></p>	<ol style="list-style-type: none"> 1. Students maneuver around objects, people 2. Students maneuver wheelchair or other assistive equipment independently progressing from level terrain to slightly uneven terrain 3. Students recognize potentially hazardous or dangerous situations when moving through the environment and recognize appropriate reactions to emergencies during physical activities

<p><i>Students demonstrate spatial awareness in both fine and gross motor skills.</i></p> <p><i>Students demonstrate perceptual judgment and awareness of their own limitations.</i></p>	<ol style="list-style-type: none"> 4. Students know and apply safety practices associated with physical activity (e.g., not pushing in line, drinking water during the activity, etc.) 5. Students respond appropriately to starting and stopping signals
<p>E. Students exhibit a health enhancing, physically active lifestyle</p> <p>Assessment: <i>Students select and engage in physical activities during recess and PE.</i></p>	<ol style="list-style-type: none"> 1. Students select activities for enjoyment & challenge 2. Students participate in vigorous physical activities daily 3. Students participate in exercises for flexibility 4. Students describe benefits from daily physical activity 5. Students verbalize healthy bodies require rest, exercise, and good nutrition

SUGGESTED ACTIVITIES TO USE WITH STANDARD III

Teach students to play Hop Scotch to increase throwing and hopping abilities	
During Hispanic Heritage month teach students to do a Spanish dance	
On Wednesdays use the mats and balance beam to teach rolls, balancing, and other gymnastic type activities	
Practice various movements by playing Simon Says	
Have students cut strips of paper to make paper chains for decoration	
Use beans for math manipulative for counting: board have squares with numbers 1 – 4, put correct number of beans in each square; make chains increasing in number begin with 1 bean, followed by 2 beans, etc.	
Use Play-Doh or clay to make animals to be used to create an animated video	
Puzzle races - students can compete against other students or the timer	
String blocks into patterns using specific colors and shapes	
Use sewing cards to practice fine motor skills needed for sewing	
With teacher students write safety rules for playground equipment	
Students observe and chart physical behavior of animals. Do they crawl, walk, run, etc. Compare animal's physical skills to human's physical skills.	
Invite physical education teacher or physical therapist, dance teacher, etc. from the community to share physical activities to keep healthy bodies.	
Design an obstacle course for students	
Teach water safety rules and let students have a "water activity day"	

Standard IV: Literary Development: Engage in a variety of literary experiences

Objective	Enabling Outcome
<p>A. Students will give & receive information to make experiences, events & interactions understood</p> <p><i>Assessments: Students will engage in conversation with adults and peers. Students will give oral presentations and demonstrations followed by answering questions from teacher and peers if needed. Students will use a variety of materials to share information visually. Students describe and communicate experiences, ideas, needs, and feelings orally.</i></p>	<ol style="list-style-type: none"> 1. Students name & label familiar people & objects 2. Students respond to instructions & commands 3. Students ask & answer questions 4. Students act out behaviors & actions of others (pretend) 5. Students use pictures to represent things, ideas, & experiences 6. Students interpret and react to nonverbal behavior 7. Students use gestures, facial expressions, body, and words to express needs & feelings 8. Students tell stories using a variety of methods (felt board, puppets, video, etc.) 9. Students sequence two, three or four events to retell experiences & stories 10. Students use pantomimes to express emotions & convey stories 11. Students begin to use prereading strategies and skills, such as connecting prior knowledge, making predictions, using picture clues, etc. 12. Students connect information and events to real-life experiences when being read a story
<p>B. Students demonstrate independent reading & writing behaviors</p> <p><i>Assessments: Students self-select and “read” books. Students independently engage in writing-drawing activities. Students demonstrate ability to recognize print sound connections. Students create their own stories.</i></p>	<ol style="list-style-type: none"> 1. Students use knowledge of phonological relations to write words using invented spelling (bk for bike) 2. Students show book handling knowledge: turning pages from front to back, following print from left to right, etc.) 3. Students self-select books, request books for reading & talk about books 4. Students engage in free drawing & writing activities. 5. Students spontaneously “write” in various ways. 6. Students progress from using scribbles, shapes, or pictures to represent ideas to using letter-like symbols or writing familiar words such as their names 7. Students record own name in whatever manner he/she is able.

<p>C. Students demonstrate understanding & use of sentences & sentence structure</p> <p><i>Assessments: Students use increasingly difficult sentences when telling or retelling stories or when sharing information.</i></p>	<ol style="list-style-type: none"> 1. Students typically use complete sentences of four or more words usually with subject, verb & object order. 2. Students use regular & irregular plurals, regular past tense, personal possessive, and pronoun & subject-verb agreement. 3. Students use sentences with more than one phrase. 4. Students combine more than one idea Enabling Outcome 5. Students combine sentences giving lots of detail, sticking to topic, and clearly communicating intended meaning. 6. Students attempt to use new vocabulary & grammar in speech.
<p>D. Students demonstrate phonological awareness, phonemics and phonics</p> <p><i>Assessments: With teachers assistance, students use phonological awareness to read words.</i></p>	<ol style="list-style-type: none"> 1. Students hear, identify, and make oral rhymes 2. Students hear, identify, and work with syllables in spoken words, such as clapping the parts in a word 3. Students discriminate, identify, and work with individual phonemes, such as the first sound in a word 4. Students recognize which words in a set of words begins with the same sounds, such as ball, bike, boy 5. Students recognize their names in print 6. Students know letters of alphabet are a special category of visual graphics that can be individually named

SAMPLE ACTIVITES TO USE WITH STANDARD IV

Students pantomime emotions.	
Students pantomime stories.	
Students draw and label family members and important people in their communities.	
Students guess what is in a “mystery box or bag” by asking and answering questions.	
Students act out stories.	
Students retell stories using a felt board or an interactive white board.	
Students play charades guess feelings, names of stories, etc.	
Students read and write stories on Starboard (interactive white boards)	
<i>If I Give a Mouse a Cookie</i> good story for sequencing	
Students dictate stories written on flip charts, interactive white boards, etc.	
Use multiple mediums to write name, such as sandbox, shaving cream, chalkboard, interactive white board, paper & pencil, paint, crayon, etc.	
Use word tiles and sentence strips to make sentences.	
Invite guests to read to students	
Take a field trip to a library and encourage participation in summer activities at local library	

ORAL LANGUAGE RUBRIC FOR PK

Students' Names and Assignments	Uses complete sentences 4 + words	Uses plurals, tenses, possessives, subj.-verb agreement correctly	Sentences include 1 or more phrases	Combines more than 1 idea using complex sentences	Sentences include details, stick to topic, communicates intended meaning	Attempts to use new vocabulary & grammar
<i>Student 1</i>						
<i>Assignment 1</i>						
<i>Assignment 2</i>						
<i>Assignment 3</i>						
<i>Assignment 4</i>						
<i>Student 2</i>						

Insert Emergent Literacy Writing Domain

Standard V Cognitive Development: Participate as Active and Effective Learners

Objective	Enabling Outcome
<p>A. Students will demonstrate an awareness of the world around them.</p> <p><i>Assessment: Students will use knowledge of the world around them to make educated, reasonable decisions, such as choosing clothes to wear based on the weather, knowing a caterpillar needs to live on plants because it is a part of its life cycle, the sun is needed to keep the earth warm.</i></p> <p><i>As PK students and throughout their lifetime, students ask questions and gather additional knowledge to gain a deeper understanding of the world around them, such as it is summer and the leaves fell off the trees in my front yard. Why? There is a policeman on the corner. Can I tell him I am lost? There are rocks all over the vacant lot. Is this a good place to plant a garden?</i></p>	<ol style="list-style-type: none"> 1. Students will communicate using relative terms of location and direction, such as on, between, above, etc. 2. Students locate and describe familiar places, such as home, classroom, school, store, etc. 3. Students develop an understanding of community, home, school, city, etc. 4. Students will identify living things and identify their characteristics, such as plants and animals 5. Students will describe life cycle of organisms 6. Students will recognize, observe and discuss the relationship of organisms & their environments 7. Students will identify nonliving things and identify their characteristics, such as air, soil, rocks, shells, etc. 8. Students will demonstrate that people need food, clothing & shelter 9. Students will identify objects in the solar system, such as sun, earth, moon, etc. 10. Students will identify energy and matter, such as heat, light, sound, etc. 11. Students will observe and identify seasons and weather changes 12. Students will explore the environment of the home, school, and community 13. Students will observe and examine natural phenomenon through the senses 14. Students will demonstrate proper care of earth & conservation of resources
<p>B. Students will demonstrate logical reasoning and problem-solving skills through play and daily activities</p> <p><i>Assessment: Students will persevere as they work independently using multiple strategies and multiple resources to solve a problem or gain additional knowledge, such as building a tower with bricks that doesn't fall down. Students want to play basketball with a small net on the playground. In their box of balls some are too big, some are</i></p>	<ol style="list-style-type: none"> 1. Students will describe cause/effect relationships, such as plants die without water, how switch toys work, jack in the box 2. Students will complete increasingly complex puzzles 3. Students will plan and explain a sequence of events, such as making a sandwich, getting ready for bed, playing a game, etc. 4. Students will sort objects by their attributes, such as color, size, shape, use, etc. 5. Students will reclassify groups by combining and separating to form new groups 6. Student will describe how things change, such as ice melting, plants growing, etc. 7. Students will observe how objects move 8. Students will develop an awareness of properties of some objects, such as float-sink, heavy-light, solid-liquid, magnetic-nonmagnetic, etc.

<p><i>ping pong balls and too light. How do they select the correct balls to use? The students are working on an art project about animals and their habitats there are a variety of materials in bowls on the table such as feathers, twigs, dirt, pictures of caves, etc. Each child has a cut out animal and must construct a home for his animal using the materials provided. There are books about the different animals on a table for reference. How does the student do his/her project.</i></p>	
<p>C. Students will demonstrate interest in learning new things in the home, school and community through natural curiosity, exploration, and discovery</p> <p>Assessment: <i>Students' natural curiosity leads them to create something new or acquire a new understanding, such as students have been painting with various mediums. A student discovers that blueberries turn her hand blue. She wants to know if she can paint with a blueberry. Students have been cutting with scissors. A student cannot open her drink carton. She wants to use scissors to cut it open. Students use Legos to make guns.</i></p>	<ol style="list-style-type: none"> 1. Students will explore the environment of the home, school, and community 2. Students ask questions to extend understanding 3. Students cut with scissors 4. Students manipulate controls, such as remote, keys, mouse, etc. 5. Students try new activities, such as climbing big slide, going through tunnel, riding bicycle, etc. 6. Students copy/draw/paint using multiple media, such as crayons, paint brush, potato, etc. 7. Students combine activities, materials, and equipment in new way, such as making fort from blankets, making an original game, building an original toy, etc. 8. Students explore a variety of creative materials, such as Play-Doh, shaving cream, sand, blocks, etc. 9. Students participate in a variety of music activities, including listening, singing, finger plays, and games 10. Students experiment with a variety of musical instruments
<p>D. Students will demonstrate conceptual and practical understanding of math skills/concepts during play and daily activities</p> <p>Assessment: <i>Students create original math problems or graphic displays, explain mathematical process they used and why they chose it, and use mathematical data for a purpose, such as at lunch a student wants to share her Gummy Bears with her friends. She divides them one for you, one for her, one for me, etc. Students</i></p>	<ol style="list-style-type: none"> 1. Students order objects from smallest to largest 2. Students demonstrate time concepts in daily routines, such as what will happen next in the day, yesterday, tomorrow, etc. 3. Students count to 10, uses one-to-one correspondence, groups quantities 1-3 4. Students use descriptive words for size, amount, comparison, such as more or less, big or little, heavier or lighter, etc. 5. Students demonstrate knowledge and use of concepts related to shape and classifications 6. Students show & read (interpret) data using a variety of graphs, such as pictographs, tally graph, etc. 7. Students identify & create simple patterns Students will use the verbal ordinal

<p><i>are playing a game, but one student keeps cutting ahead of the others. Another student says, "No, we need to go in order. You are first, second, etc." and lines up the students. Students need a heavy rock to hold down the sides of the blanket they are using for a picnic. They select rocks and compare their weights.</i></p>	<p>terms: first, second, etc.</p> <ol style="list-style-type: none"> 8. Students will recognize one-digit numerals, 1 to 4 9. Students will understand that adding one or more concrete objects to a set will increase the number in the set. 10. Students will understand that taking away one or more objects from a set will decrease the number of objects in the set. 11. Students will identify two groups of objects placed side-by-side as being equal or non-equal. 12. Students develop the ability to collect, describe, and record information through a variety of means, including discussion, drawing, maps, charts, and graphs
<p>E. Students will demonstrate an awareness of customs, symbols & celebrations that represent American beliefs & principles & contribute to our national identity.</p> <p>Assessment: <i>Students will identify a "place" in the world as their own, part of their family culture. Students from the U.S. and other countries will identify flag, celebrations, and monuments of the U.S. as belonging to the U.S. They may also have an understanding of the same from their native country.</i></p>	<ol style="list-style-type: none"> 1. Students will identify flags of the United States & Texas 2. Students will recite the Pledge of Allegiance to the United States & Pledge to the Texas Flag 3. Students will engage in voting as a method for group decision making 4. Students will identify state flower, bird, tree, & selected state monuments,

SUGGESTED ACTIVIES TO USE WITH STANDARD V

Nature walks	Listening walks outside
Visit the planetarium	Magnetic numbers for number recognition, order, etc.
Visit the River Bend Nature Center	Invite weather man from local news station as guest speaker
Make a Texas book with pictures (flag, bird, tree, Alamo, etc.)	School weather station -
Plan activities centered around Texas, such as Texas food, animals, crops, dances, clothes, etc. and have a Texas Day!	Make school garden to use as outdoor learning center – Texas A&M is a resource for help
Plant seeds, grow plant from sweet potato, make a terrarium; plant bean in plastic bag to show root system, etc.	Make individual puzzles by cutting up Christmas cards – students can make their own
Collect food for the hungry as a service project	Valentine candy good for sorting and graphing by color, shape
Use M & M's as math manipulative	Have students bring bear from home. Sort by color, size, largest to smallest, etc.
Weigh children on scale & determine who weighs more & less, place on a number line	Make tally, circle, and bar graphs using favorites, such as food, candy, movie, etc., using student's hair color, eye color, etc.
Books to compare & contrast: <i>Christmas Around the World; The Christmas Miracle of Jonathon Toomey</i>	Number plastic cups 1 – 10. Have them place matching number of items in cups, ex. cup #3 place 3 pencils inside cup
Books to compare & contrast: <i>Cinderella; Princess Furball</i>	Host guest readers on Reading Celebration Day
Books to compare & contrast: <i>Gingerbread Man; Gingerbread Boy; Gingerbread Fred</i>	Discovery Learning videos
Books to compare & contrast: <i>The Rought Face Girl; Lon PoPo</i>	Magic School Bus videos

Standard VI Technology Development: Engage with a variety of educational technology

Objective	Enabling Outcome
<p>A. Students will be able exposed to technology that corresponds with the classroom curriculum</p> <p><i>Assessment: Students will interact with 21st Century tools to acquire and share knowledge. Students will work with the teacher to select the appropriate technology, such as listening center to hear a taped book, digital camera to take a picture to send to pen pals over the Internet, etc.</i></p>	<ol style="list-style-type: none"> 1. Students will experience books using classroom Listening Center & eBooks. 2. Students will experience classroom activities using the Promethium Board 3. Students will record & hear their voices using tape recorders 4. Students will see their activities using video cameras or flip cameras 5. Students will communicate with others through Skype 6. Students will record events, objects, places, etc. using a camera 7. Students will recognize and know the use of classroom technology, such as overhead projector, digital camera, computer, printer, etc. 8. Students will recognize that information is accessible through the use of technology.
<p>B. Students will identify and demonstrate basic computer functions and uses</p> <p><i>Assessment: Students will demonstrate basic computer skills, such a booting up the computer and a selected piece of software, using Paint program to make a seasonal picture, etc.</i></p>	<ol style="list-style-type: none"> 1. Turn computers on and off 2. Locate the enter key and space key 3. Identify simple parts of the computer, such as keyboard, monitor, mouse, speakers, etc. 4. Handle software correctly 5. Use software properly 6. Explore simple educational programs 7. Students will use technology to express & create their own ideas.

SUGGESTED ACTIVITIES TO USE WITH STANDARD VI

Provide children with toy representations of digital objects to encourage preschoolers to begin pretending about the ways in which others use technology: cell phones, cameras, laptop, CD players, etc.	
Freely explore touch screens loaded with a wide variety of and developmentally appropriate interactive media experiences that are well designed and enhance feeling of success	
Begin to explore and feel comfortable using “traditional” mouse and keyboard computers for using Flash-based websites or looking up answers with a search engine.	
Capture photos of block buildings or art work that children have created; videotape dramatic play and replay for children to view	
Celebrate children’s accomplishments with digital media displayed on a digital projector or on a classroom website	
Record children’s stories about their drawings or their play; make digital audio files for documentation of progress	
Explore digital storytelling with children. Co-create digital books with photos of the children’s play or work; attach digital audio files with the children’s own voice as they narrator	
Share e-books with a teacher or a small group of children	
Use digital microscopes and other science materials to capture images and store them on a computer	
Search digital files for photos of places, people, animals, or objects and converse with children about what they are finding	
Use video conferencing software to communicate with families and children in other places	
Set up play experiences for children to construct and explore their ideas about how technology works	

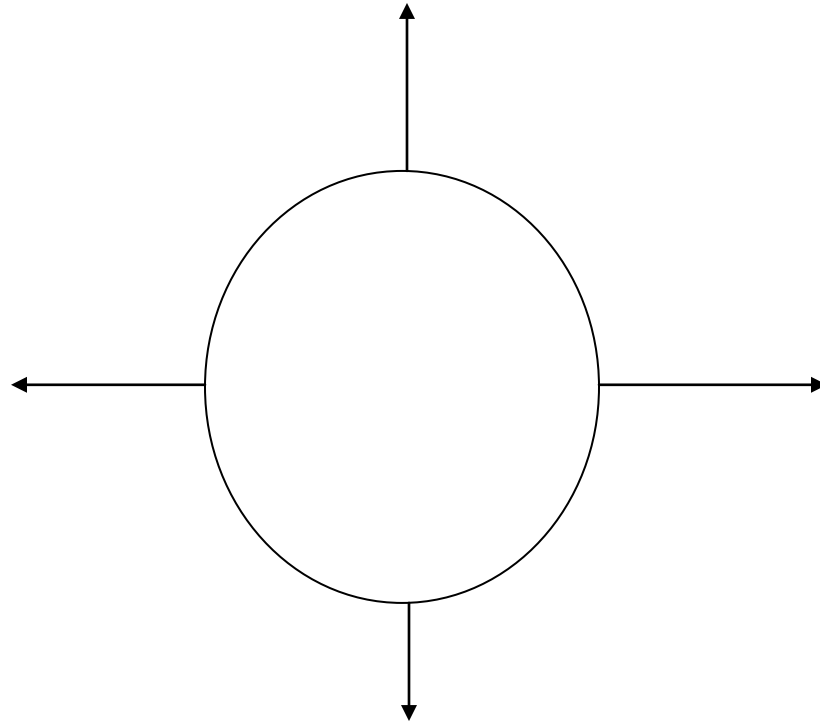
Lesson Planning Templates

- Year-Long-Plan (YLP)
- Content Map
- Unit Plan
- Daily Lesson Plans

YEAR-LONG PLAN
2012-1013

August/September	October	November/December	January
February	March	April	May

CONTENT MAP



Daily Lesson Plans to go with Unit

Teacher: _____ Week of: _____ Grade: _____ Unit Name _____ Subject: _____ Est. Time: _____

Week _____ of _____ week Unit

Objectives/Outcomes	Objectives/Outcomes:	Objectives/Outcomes:	Objectives/Outcomes:	Objectives/Outcomes:
Assessment (Summ. or Form.)	Assessment (Summ. or Form.)	Assessment (Summ. or Form.)	Assessment (Summ. or Form.)	Assessment (Summ. or Form.)
Activities:	Activities:	Activities:	Activities:	Activities:
Materials/Resources:	Materials/Resources:	Materials/Resources:	Materials/Resources:	Materials/Resources:
Practice/Homework:	Practice/Homework:	Practice/Homework:	Practice/Homework:	Practice/Homework:
Re-teaching:	Re-teaching:	Re-teaching:	Re-teaching:	Re-teaching:

ACCOMMODATIONS

An increasing number of students are being identified with learning disabilities each year. Students with learning disabilities have average to above average intelligence, but they may have trouble acquiring and demonstrating knowledge. Learning disabilities are related to central nervous system dysfunction and are manifested differently for each individual. It may take some students who have learning disabilities longer to process information. A student with a learning disability may have auditory, visual, or tactile information jumbled during transmission, receipt, processing, or re-transmission
<http://www.washington.edu/dict/Faculty/Strategiesdisability?LD/> .

To enable all students to meet the high expectation of our schools, accommodations may be necessary. Classroom accommodations make it possible for students to learn and demonstrate their learning. They are variable in terms of types of adjustments. Assessment accommodations make it possible for students to demonstrate their knowledge. Accommodations are not to be confused with modifications. Modifications are substantive changes in targeted content and skills. For a student to need modification the grade-level curriculum might be only partially appropriate for the child.

Teachers make accommodations for students based on natural differences in students' ability, readiness, and maturity. To determine if a student has a learning disability that exceeds normal differences in students, a professional evaluation is necessary.

When using accommodations teachers need to remember:

- Be consistent in follow-through
- Don't use the simplest accommodation without regard to need
- Monitor the effectiveness of the accommodation
- Remember there may be a need for different accommodations for the classroom and for testing

The following pages provide suggestions for accommodations.

Accommodations

Accommodations in Presentation

- Provide audiotape and videotape of class session
- Provide large print
- Reduce the number of items per page
- Provide a designated reader
- Present instructions orally
- Reinforce directions verbally
- Allow for a fellow student to share his/her notes
- Incorporate visual, aural, and tactile demonstrations in instruction
- Provide lecture outlines
- Provide books on tape
- Break large amounts of information or instruction into smaller segments
- Use educational videos, films, or talking books to provide information
- Provide table of facts
- Provide calculator
- Provide detailed instructions for projects on audio tape and in print
- Use poetry, rhymes, songs, and mnemonics to help develop memory and listing skills and improve performance
- Use multisensory approaches to teach spelling: saying, spell aloud, and write words
- Use word webs
- Use graphic organizers
- Provide dictionary and thesaurus
- Provide handouts for students who cannot copy from the board or take dictation accurately
- For left-handed students, place lists of words at the right margin
- Be patient
- Allow sufficient wait time
- Teach oral and written language together as much as possible
- Use illustrations in books to generate conversation, vocabulary and concepts
- Translate material that is read into a verbal summary, word web, visual organizer, or a computer presentation

Accommodations in Response

- Allow verbal responses
- Allow answers to be dictated to a scribe
- Use tape recorder to capture responses
- Permit responses via the computer
- Permit use of computer and spell check
- Permit use of scratch paper
- Provide assistance with proofreading written work
- Allow assistive spelling and grammar devices for essays
- Permit use of calculator for exams
- Permit alternative evaluation methods, such as portfolios, oral and video presentations

Accommodations in timing

- Allow frequent breaks
- Extend allotted time for tests
- Provide assignment early

Accommodations in Classroom Setting

- Preferential seating
- Provide special lighting or acoustics
- Provide space with minimal distractions
- Administer tests in small group setting
- Administer test in private room or alternative site
- Administer test at a specific time of day
- Use software to enlarge screen images
- Provide quiet uncluttered work space

DIFFERENTIATION

The Diocese of Fort Worth recognizes that the uniqueness of each student places a responsibility on teachers, schools, administrators, and the Catholic Schools Office to consider the range of cultural diversity and learning characteristics among their students when planning instruction.

To address the cultural diversity among our students, instructional planning should include opportunities for students to learn of the contributions of different peoples to the advancement of the human race, and teachers should provide students with learning opportunities to become more culturally knowledgeable and competent by providing students opportunities to read multicultural literature, biographies and autobiographies, invite guest speakers, and learn from the various cultures represented by the students in their school. Another important skill needed to foster cultural sensitivity is critical thinking. Teachers should give students multiple opportunities to analyze and synthesize information and to view situations from multiple perspectives. Students who learn to think for themselves are less likely to accept stereotypes and formulate opinions based on prejudices and ignorance. Students who are culturally different from the minority groups in the school will achieve more and enjoy their educational experience more if they are in a culturally sensitive school. Students in the majority group will be better prepared to become leaders in the world's global society if they have been educated to understand and respect for the various cultures of the world.

When considering the learning characteristics among students in our schools, educators make accommodations to enable those with a learning difference to achieve to their full potential. Another learning difference that must be addressed is the gifted child.

“To provide appropriate and challenging educational experiences for gifted students, differentiation may include:

- acceleration of instruction;
- in-depth study;
- a high degree of complexity;
- advanced content; and/or
- variety in content and form.

Problems occur when teachers attempt to meet the needs of gifted students by limiting learning experiences to:

- offering more of the same level of material or the same kind of problem;
- providing either enrichment or acceleration alone;

- focusing only on cognitive growth in isolation from affective, physical, or intuitive growth;
- teaching higher order thinking skills (e.g. research or criticism) in isolation from academic content;
- presenting additional work that is just different from the core curriculum; and/or
- grouping with intellectual peers without differentiating content and instruction” (National Association for Gifted Children).

Differentiation for gifted children, as for all children, calls for carefully planned, coordinated learning experiences that meet the specific learning needs of each student. It calls for carefully thought out curricular strategies that provides flexibility and diversity. Appropriate differentiation allows each child to advance in his/her learning using a substantive curriculum that responds to his/her learning needs. Differentiation is essential to maximize the educational experiences of all children. Appropriate educational experiences are most successful when differentiated materials and activities are planned in advance and easily accessible. It is through differentiation that students will reach their full academic potential.

VOCABULARY

Accommodation – providing what is needed for the student to learn

Alignment – how the curriculum connects across grade levels.

Assessment – an official valuation of students’ learning for the purpose of determining the success of the instruction.

Compacting – the instructional practice of assessing students’ prior knowledge and skills and modifying and/or eliminating curriculum that would be repetitious or could be learned at an accelerated rate. Pre-assessments are an essential component of the compacting process.

Curriculum Mapping – a strategy for describing the relationships of major concepts in an interdisciplinary unit or between subjects or grade levels

Differentiation – modifications to meet the needs of differences in students’ learning styles or learning abilities

Differentiated Instruction – a teacher’s response to varying learner characteristics, such as students’ readiness, interests preferred styles and learning rate. Most commonly, the focus of differentiation efforts involves adjustments to content, process, products, and the learning environment.

Enabling Outcomes – skills taught that will enable students to master specific learning objectives

Enrichment – involves offering topics, experiences and resources that go beyond the regular curriculum to provide greater challenge and opportunities for depth of learning.

Formative Assessment – assessment given during the course of instruction to provide guidance to the instructor for determining the needs of the students and the modifications needed (e.g. move forward, reteach, provide more time, develop a new lesson, provide

tutorials for some students, etc.) to ensure students' success with learning. Some examples of formative assessment are: classroom questions, observations, and drafts of papers.

Integrated or Interdisciplinary Curriculum – curriculum that consciously applies methodology and language from more than one discipline to examine a central theme, issue, problem, topic, or experience.

Lesson – a piece of instruction

Objective – essential skills the students should obtain in each content area during each specific grade level facilitating the growth necessary to meet standards delineated in the Profile of a High School Graduate from the Diocese of Fort Worth Catholic Schools.

Performance Tasks/Projects/Assessments – assessments that are authentic and mirror issues and problems faced by adults; range in complexity from short-term tasks to long-term, multifaceted projects; generally allows students to personalize the task.

Prompts – open-ended questions or problems that require students to engage in critical thinking and prepare a response or project

Scope – refers to the comprehensiveness of a curriculum

Sequence – refers to the organization and ordering of curriculum experiences to maximize learning

Standard – an instructional target having recognized and permanent value that facilitates student's success at the next level.

Summative Assessment – assessment given at the completion of an instructional unit to determine if students can apply learning when called for in new situations throughout their lives. Examples of summative assessment include post-assessment tools such as projects presentations, end-of-unit self-assessment, and teacher-made examinations.

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2012 Scholastic Guided & Leveled Reading Catalog provides Classroom Magazines

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