

Standards and Benchmarks for Students

St. Stephen's Catholic School - Pre-school

St. Stephen's Catholic School Pre-School program provides for all areas of a child's development: spiritual, social, emotional, cognitive, and physical. Active exploration is encouraged through learning areas and interaction with adults and peers. The difficulty, complexity, and challenge of activities increase as the children develop understanding of concepts and skills. The program offers a balance of indoor and outdoor activities, restful and active movement activities, and a varied curriculum encompassing faith formation, readiness, art, music, drama, library, computer, Spanish, physical education, math, science, and social awareness.

Faith Formation

These early years are a wonderful time for our school to support families in developing the Catholic identity of their children. It is a time to celebrate simple rituals and traditions of the church.

Standard: God is our creator

1. Knows that God created us
2. Knows the 5 Senses
2. Knows that God created our family and our friends
3. Knows that god created the Earth
4. Recites simple prayers of thanks.

Standard: Special Feasts and Traditions in the Church

1. Advent/Christmas
2. Lent/Easter/Springtime
3. Recites traditional prayers.

Standard: We are expected to love one another

1. We have responsibilities to care for each other
2. We learn to pray for one another

Language Arts Level Pre-School for 3 and 4 Year Old Children

Language Arts

We work to develop important pre-reading skills, such as: phonics, sequencing, visual discrimination, storytelling, listening, letter recognition, conversation skills, writing stories, as well as learning appreciation for all kinds of books originating from different cultures.

3 year old Program

- Recognition of basic colors and shapes
- Recognition of numbers 1-10

Recognition of the child's own first name in print

Introduction to counting

Introduction of letters A-Z

Introduction of letter sounds

Introduction of calendar skills

4 year old Program

Review of basic colors and shapes

Review of counting

Review of calendar skills

Recognition of number 1-20

Recognition of capital and lower case letters

Introduction to printing letters of the alphabet

Introduction of the sounds of each letter

Writing

Standard: Uses the general skills and strategies of the writing process

1. Knows that writing, including pictures, letters, and words, communicates meaning and information
2. Uses drawings to express thoughts, feelings, and ideas
3. Uses forms of emergent writing (e.g., scribble writing, random symbols, random letter-like marks) to represent ideas
4. Dictates stories, poems, and personal narratives
5. Uses emergent writing skills to write for a variety of purposes (e.g., to make lists, to send messages, to write stories) and to write in a variety of forms (e.g., journals, sign-in sheets, name cards, cards with words and pictures)
6. Uses knowledge of letters to write or copy familiar words, such as own name
7. Uses writing tools and materials (e.g., pencils, crayons, chalk, markers, rubber stamps, computers, paper, cardboard, chalkboard)

Standard: Uses grammatical and mechanical conventions in written compositions

1. Applies rudimentary rules of grammar
2. Uses phonic knowledge to spell simple words

Reading

Standard: Uses the general skills and strategies of the reading process

1. Knows that print and written symbols convey meaning and represent spoken language
2. Understands the differences between letters, numbers, and words and knows the significance of spaces between words
3. Understands that illustrations and pictures convey meaning
4. Knows the proper way to handle books (e.g., hold the book upright; turn pages from front to back, one at a time)
5. Knows that print is read from left to right, top to bottom, and that books are read front to back
6. Knows some letters of the alphabet, such as those in the student's own name
7. Knows some familiar words in print, such as own first name

8. Knows that print appears in different forms (e.g., labels, letters, storybooks) and serves different purposes (e.g., to inform)
9. Knows familiar print in their environment (e.g., traffic signs, store logos)
10. Predicts story events or outcomes, using illustrations and prior knowledge as a guide
11. Uses emergent reading skills to "read" a story (e.g., gathers meaning from words and pictures)
12. Knows that books have titles, authors, and often illustrators
13. Uses visual and verbal cues, including pictures, to comprehend new words and stories

Standard: Uses reading skills and strategies to understand and interpret a variety of literary texts

1. Knows the sequence of events (e.g., beginning, middle, and end) in a story
2. Knows the elements that compose a story (e.g., characters, plot, events, setting)
3. Understands the literal meaning of plays, poems, and stories
4. Knows the difference between fact and fiction, real and make-believe
5. Relates stories to his/her own life and experience

Listening and Speaking

Standard: Uses listening and speaking strategies for different purposes

1. Speaks clearly enough to be understood by unfamiliar adults and uses appropriate levels of volume, tone, and inflection
 2. Uses new vocabulary to describe feelings, thoughts, experiences, and observations
 3. Speaks expressively (e.g., uses different voices for various characters)
 4. Uses descriptive language (e.g., color words; size words, such as bigger, smaller; shape words)
 5. Tells stories based on personal experience or make-believe
 6. Asks questions to obtain information
 7. Answers simple questions
 8. Follows conversation rules (e.g., taking turns, making relevant comments; staying on topic) when talking with peers and adults
 9. Creates or acts out familiar stories, songs, rhymes, and plays in play activities
 10. Retells a story with attention to the sequence of main events
 11. Listens for a variety of purposes (e.g., to gain and share information, to perform a task, for enjoyment, to learn what happened in a story, to converse with an adult or peer)
 12. Understands messages in conversations (e.g. responds differently based on purpose of messages in conversation; attends and responds to conversations)
 13. Follows one- and two-step directions
 14. Understands basic conversational vocabulary
 15. Discriminates among the sounds of spoken language
 16. Knows rhyming sounds and simple rhymes (e.g., identifies rhymes and rhyming sounds)
 17. Knows that words are made up of sounds (e.g., that words can begin alike, sound alike)
 18. Knows that words are made up of syllables
 19. Listens to a variety of fiction, nonfiction, poetry, drama, rhymes, and songs
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Mathematics

We play many math games and different math activities that involve one to one correspondence, counting, number recognition, graphing, sorting, and exploration of shape. We also use math each day during our calendar time where we explore numbers and patterns

Standard: Understands and applies basic and advanced properties of the concepts of numbers

1. Understands that numbers represent the quantity of objects
2. Counts by ones to ten or higher
3. Counts objects
4. Understands one-to-one correspondence
5. Understands the concept of position in a sequence (e.g., first, last)
6. Knows the written numerals 0-9
7. Knows the common language for comparing quantity of objects (e.g., "more than," "less than," "same as")
8. Understands that a whole object can be separated into parts
9. Knows that numbers are used in real-world situations

Standard: Uses basic and advanced procedures while performing the processes of computation

1. Knows that the quantity of objects can change by adding or taking away objects

Standard: Understands and applies basic and advanced properties of the concepts of measurement

1. Understands basic concepts of time (e.g., today, tomorrow, morning, evening) and the sequence of various events (e.g., what comes after lunch)
2. Measures objects with non-standard tools (e.g., string, hands, footsteps, unifix cubes, tiles)
3. Estimates quantities in real-world situations
4. Orders objects qualitatively by measurable attribute (e.g., smallest to largest, lightest to heaviest, shortest to longest)
5. Knows the common language of measurement (e.g., "big," "little," "long," "short," "light," "heavy")
6. Knows that different sized containers will hold more or less

Standard: Understands and applies basic and advanced properties of the concepts of geometry

1. Knows basic geometric language for naming shapes (e.g., circle, triangle, square, rectangle)
2. Understands the common language used to describe position and location (e.g., "up," "down," "below," "above," "beside," "inside," "outside")
3. Knows that geometric shapes can be put together or taken apart to form other shapes
4. Understands that a shape's orientation in space can change
5. Sorts and groups objects by attributes (e.g., shape, size, color)

Standard: Understands and applies basic and advanced concepts of statistics and data analysis

1. Knows that concrete and pictorial graphs represent information

2. Collects data from everyday (real-world) situations (e.g., favorite color, number of pets)

Standard: Understands and applies basic and advanced properties of functions and algebra

1. Understands simple patterns (e.g., boy-girl-boy-girl)
2. Repeats simple patterns

Science

Students are encouraged to explore first hand the world around them. This includes nature walks, experiments, cooking, learning about animals, plants, time, weather, and insects. We will also begin to explore cause and effect, along with the questions that lead to answers in science.

Earth and Space Science

Standard: Understands atmospheric processes and the water cycle

1. Knows vocabulary (e.g., rainy, windy, sunny) for different types of weather
2. Knows that weather conditions change over time
3. Knows how the environment changes over the seasons

Standard: Understands Earth's composition and structure

1. Knows that there are different materials (e.g., rock, water, soil) on Earth
2. Knows properties of a number of Earth materials (e.g., rocks, soil, water)

Standard: Understands the composition and structure of the universe and the Earth's place in it

1. Knows vocabulary (e.g., clouds, Sun, moon) used to describe major features of the sky

Life Science

Standard: Understands the structure and function of cells and organisms

1. Knows that living things and nonliving objects are different
2. Knows that living things go through a process of growth and change

Standard: Understands relationships among organisms and their physical environment

1. Understands that living things have similar needs (e.g., water, food)

Standard: Understands biological evolution and the diversity of life

1. Knows simple ways that living things can be grouped (e.g., appearance, behavior, plant, animal)

Physical Science

Standard: Understands the structure and properties of matter

1. Knows vocabulary used to describe some observable properties (e.g., color, shape, size) of objects
2. Sorts objects based on observable properties
3. Knows that the physical properties of things can change

Standard: Understands forces and motion

1. Knows the effects of forces (e.g., wind, gravity) in nature
2. Knows that objects can be moved in space in a number of ways (e.g., pushing, pulling, sinking)

Nature of Science

Standard: Understands the nature of scientific inquiry

1. Uses the senses to make observations about living things, nonliving objects, and events
2. Records information collected about the physical world (e.g., in drawings, simple data charts)
3. Uses simple tools (e.g., eyedropper, magnifying glasses) to gather information
4. Conducts simple investigations to solve a problem or answer a question
5. Asks questions about observations
6. Develops predictions and explanations based on previous experience
7. Understands simple cause-and-effect relationships based on previous experience

Standard: Understands the scientific enterprise

1. Knows that students can do science
2. Knows basic safety procedures in investigations

Spanish

Standard: Know basic Spanish vocabulary through song and spoken word

1. Sing simple songs
2. Recite colors and numbers
3. Know basic greetings

Technology

Standard: Knows the characteristics and uses of computer hardware and operating systems

1. Knows names of basic computer hardware (e.g., mouse, keyboard, touch screen)
2. Uses basic computer hardware (e.g., hunts for specific keys on keyboard, uses mouse)

Standard: Knows the characteristics and uses of computer software programs

1. Understands that actions can control software programs
2. Uses computers for a variety of purposes (e.g., playing games, listening and interacting with storybooks, working with numbers, drawing)

Standard: Understands the relationships among science, technology, society, and the individual

1. Uses tools (e.g., hammer, email, telephone) that help humans do work and solve problems

Standard: Understands the nature of technological design

1. Knows that materials and equipment can be combined in different ways to make something new (e.g., building a tent using a sheet around a table, using molding clay to make pretend food)
2. Knows ways to communicate design ideas (e.g., pictures, models)
3. Knows that some things are natural and others are human made

Standard: Understands the nature and uses of different forms of technology

1. Knows different materials (e.g., glass, metal, plastic, wood) and their uses
 2. Knows that for certain purposes some materials work better than others
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Physical Education

Standard: Continues to develops fine motor skills

1. This includes coloring, handwriting, cutting, pasting, stringing beads, sorting, building, picking up and manipulating small objects.

Standard: Continues to develops gross motor skills

1. This involves hand-eye coordination, kicking, running, jumping, throwing, catching, obstacle courses and playing outside. We also have a sand and water table to allow the children to explore different textures, allowing for a variety of sensory experiences

Standard: Uses a variety of basic and advanced movement forms

1. Coordinates movements in space to accommodate objects and boundaries
2. Demonstrates a sense of balance (e.g., stands on one foot, walks on a balance beam)
3. Coordinates body movement in a variety of activities (e.g., climbing stairs, walking in different directions, jumping forward, galloping)
4. Demonstrates coordinated movements in kicking, catching, and throwing
5. Coordinates movement with a tempo or rhythm (e.g., marching to music, dancing)
6. Demonstrates strength and control to accomplish a variety of tasks
7. Uses hand-eye coordination to complete tasks (e.g., string beads, do puzzles, copy and trace a variety of figures)
8. Uses manual coordination to control tools (e.g., pencils, crayons, scissors) and manipulate objects (e.g., zippers, buttons, snaps)

Standard: Understands the benefits and costs associated with participation in physical activity

1. Understands the need for exercise

Standard: Understands how to monitor and maintain a health-enhancing level of physical fitness

1. Exercises through play and group games to increase strength, endurance, and flexibility

Standard: Understands the social and personal responsibility associated with participation in physical activity

1. Uses equipment (e.g., jungle gym, swings, tricycle) in a coordinated and safe manner

Geography

Standard: Understands the social and personal responsibility associated with participation in physical activity

1. Uses equipment (e.g., jungle gym, swings, tricycle) in a coordinated and safe manner

Standard: Knows the location of places, geographic features, and patterns of the environment

1. Knows geographic information about oneself (e.g., the town in which he or she lives, address, phone number)
2. Uses simple geographic thinking

Standard: Understands the physical and human characteristics of place

1. Knows common features (e.g., street signs, roads, buildings) found in the local environment
2. Knows natural features of the environment (e.g., hills, mountains, oceans, rivers)

Standard: Understands how human actions modify the physical environment

1. Knows how people affect the environment in negative (e.g., litter, pollution) and positive (e.g., recycling, picking up litter) ways
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Economics

Standard : Understands that scarcity of productive resources requires choices that generate opportunity costs.

1. Knows that people in the community have different jobs and responsibilities (e.g., firefighters, doctors, bus drivers)
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The Arts

Children create through many different mediums and learn about color and texture. Student's art is always encouraged to be unique and creative. We learn about and incorporate music, rhythm, instruments, singing and dance/movement into each day.

-Music

Standard: Sings, alone and with others, a varied repertoire of music

1. Sings simple, familiar songs (e.g., nursery rhymes, traditional children's songs)
2. Sings invented songs

Standard: Performs on instruments, alone and with others, a varied repertoire of music

1. Plays with a variety of musical instruments

Standard: Composes and arranges music within specified guidelines

1. Knows the source of a variety of sounds (e.g., musical instruments, sounds in nature)

Standard: Knows and applies appropriate criteria to music and music performances

1. Responds to the tempo and rhythm of music (e.g., taps feet, claps hands)

Standard: Understands the relationship between music and history and culture

1. Knows that music is a part of daily life
2. Knows that music comes from different places and different periods of time

-Dance and Movement

Standard: Identifies and demonstrates movement elements and skills in performing dance

1. Moves his or her body in a variety of controlled ways
2. Moves to the beats, rhythm, and tempo of music

Standard: Understands dance as a way to create and communicate meaning

1. Uses movement and dance to respond to the mood of the music

-Theatre

Standard: Uses acting skills

1. Creates and acts out the roles of characters from familiar stories
2. Engages in both fantasy dramatic play and dramatic play that is based on real experiences

Standard: Designs and produces informal and formal productions

1. Create props out of available resources to support dramatic play

Standard: Understands how informal and formal theatre, film, television, and electronic media productions create and communicate meaning

1. Knows the difference between pretend and real

-Visual Arts

Standard: Understands and applies media, techniques, and processes related to the visual arts

1. Experiments with a variety of color, textures, and shapes
2. Creates three-dimensional structures and arrangements using concrete materials or manipulatives (e.g., blocks)
3. Uses a variety of basic art materials (e.g., paints, crayons, clay, pencils) to create works of art and express ideas and feelings
4. Knows the names of a basic of colors

Standard: Understands the visual arts in relation to history and cultures

1. Know that art exists from a variety of places and periods of time
2. Knows that artwork is present in stories as illustrations

Standard: Understands the characteristics and merits of one's own artwork and the artwork of others

1. Discusses and evaluates the intentions and meanings of his or her own artwork and the work of others

Life Skills

Throughout the year, children will learn more about themselves and what it means to be respectful to themselves and others. We often work both individually and in small groups. Cooperation and sharing are expected along with an overall community of caring. We encourage them to do as much for themselves as possible in managing their own belongings and bathroom responsibilities. Our classroom also includes a dramatic play area where children can role play and experiment using their imaginations. We encourage appropriate choice making, and children acting inappropriately will be redirected from their negative behavior to a positive one. Overall, we strive to build an inner confidence and motivation in learning!

-Self Regulation

Standard: Performs self-appraisal

1. Knows his or her own skills and abilities, characteristics, and preferences

Standard: Considers risks

1. Knows there are consequences to his or her behavior

Standard: Demonstrates perseverance

1. Perseveres to complete tasks despite distractions and interruptions

2. Adapts to changes in routine

Standard: Maintains a healthy self-concept

1. Displays positive self-esteem and confidence in abilities
2. Shows a desire to be independent (e.g., makes own decisions, separates from parents without stress)
3. Shows pride in accomplishments
4. Feels comfortable around peers and adults (e.g., accepts comfort and guidance, seeks help when needed)

Standard: Restrains impulsivity

1. Knows the names for own and others feelings and emotions
2. Manages emotions appropriately (e.g., expresses feelings with language, controls anger)
3. Follows classroom rules and routines
4. Exhibits care for personal belongings and school materials (e.g., pencils, crayons, clothing, books)

-Working with Others

Standard: Contributes to the overall effort of a group

1. Participates in a variety of group and individual activities, tasks, and play
2. Cooperates with others in play and group activities

Standard: Uses conflict-resolution techniques

1. Uses acceptable methods to resolve conflicts and disagreements with peers

Standard: Works well with diverse individuals and in diverse situations

1. Interacts with others regardless of differences

Standard: Displays effective interpersonal communication skills

1. Demonstrates empathy and caring for others and a desire to be helpful (e.g., comforts a friend who is crying)
2. Develops friendships with peers
3. Develops relationships with adults
4. Converses with others using appropriate conversation techniques (e.g., taking turns speaking, listening actively, contributing ideas)
5. Uses language to communicate thoughts, feelings, and needs
6. Uses and responds to nonverbal communication (e.g., raising hand, smiling back at others)
7. Respects the feelings, opinions, and perspectives of others

Standard: Demonstrates leadership skills

1. Asserts own rights (e.g., holds on when they have something first; speaks up if own turn is skipped)
2. Negotiates roles and tasks when working with peers