Early Childhood
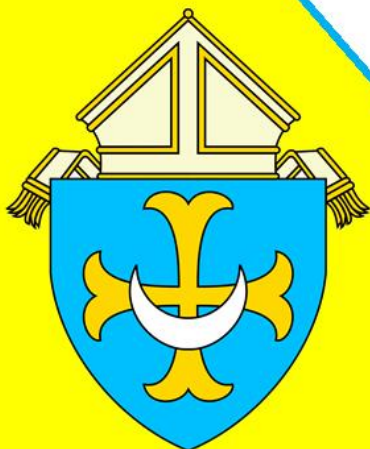# Affective Development
Guidelines
Ages 3 to 9

The Catholic Diocese of Trenton

Early Childhood Curriculum Guidelines

(Ages 3 to 9)

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ACKNOWLEDGEMENTS

Many people… educators, pastors, parents, and students have enabled us to offer this publication to you. We thank them for their belief in early childhood education.

Special appreciation is extended to the members of the Early Childhood Curriculum Guidelines Committee of the Diocese of Trenton. The members of this committee have shared their time, talents, and expertise to compile a document that reflects the culmination of their efforts on all levels of early childhood education (Pre-K through age 9).

Introduction

"A good teacher does not get lost in the details, but points to what is essential so that the child or student can find meaning and joy in life." -*Pope Francis, September 10, 2014.*

All curriculum development in the Roman Catholic Diocese of Trenton has as a foundation The National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools. The domains of Mission & Catholic Identity and Academic Excellence provide guidance and direction for educating our students in elementary schools. To consult these standards and benchmarks, please follow the following link. https://www.catholicschoolstandards.org/

The Early Childhood Curriculum Guidelines have been designed to assist teachers with the growth and development of students, from three to nine years old, in their care and to establish a faith-filled and joy-filled environment providing a Christo-centric foundation which will benefit each student, each child of God, for a lifetime.

The first section of the guidelines focuses on the affective development of the students as individual persons who are beginning to discover and unfold the meaning of life and the world around them. The second section has been designed to provide teachers with the tools necessary to assist with the cognitive development of students in the context of each of the academic disciplines offered in the schools of the Diocese.

In these early stages, the seeds that are sown are of significant importance as they will provide much good fruit as the students grow and develop over a lifetime. Efforts taken now will make all the difference for the future.

Preschool Curriculum

Teaching young children looks different than teaching older children. And for good reason! Young children are active. They do not listen well. They are learning to get along in a group. They are figuring out how to channel their energies, control their behavior, take care of themselves, and use their language to get what they need. They are dependent on caring adults to establish a safe and supportive atmosphere for them where they can learn more about relating with others and feel comfortable taking risks and trying new things.

Gronlund, Gaye. Make Early Learning Standards Come Alive. St. Paul, MN: Redleaf Press. 2006.

Mission Statement of the Department of Catholic Schools

The Department of Catholic Schools in the Diocese of Trenton provides leadership, direction, support, and service to pastors, principals, and school communities as they form students in the Catholic faith and develop each child's potential.

Vision Statement for Affective Early Childhood Education

The vision of the Early Childhood Curriculum is rooted in empowering, inspiring, and sustaining a life-long love of learning while embracing Catholic traditions and values.

Mission Statement for Affective Early Childhood Education

The mission of the Early Childhood Curriculum Guidelines is to nurture the growth and development of the whole child in a child-centered, faith-based environment.

Philosophy/Goals of Early Childhood Education

We, the Early Childhood Educators of the Diocese of Trenton, are dedicated to providing instruction which reflects our understanding of the unique needs of each child. We will foster the growth of young children through responsible, high quality Early Childhood Education for the whole child.

- **We propose…** to educate our children, 3 to 9 years of age, in a child-centered environment which encourages creativity and discovery, stimulates natural curiosity, builds academic, technological, social, and physical skills, nurtures spiritual growth, and enhances self-esteem.

- **We believe…** in the importance of empowering children to develop critical thinking skills for the 21st Century in order to be self-reliant and independent. We proclaim the need to foster Catholic Christian values in ourselves and our children, recognizing that these values help us to be responsive, productive, and caring members of our diverse family structures, schools, parishes, and communities.

- **We endeavor…** to create a learning experience for children that is solidly based on the practices promoted by the National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools and National Association for the Education of Young Children that reflect our stated philosophy. We realize that each child has an individual pattern of timing and growth and that development continues to be shaped by personality, learning styles, experiences, and backgrounds.

- **We affirm…** that the role of the Early Childhood Education teacher is that of a facilitator and guide. In this role, the teacher encourages children to participate in planning and creating a rich, stimulating environment that fosters interaction, exploration, and investigation. Teaching and learning should increase in difficulty and complexity as the children develop understanding and skills. Children will learn to translate their real experiences into an enriched knowledge base, the foundation of advanced learning. The teacher further will provide all children with a supportive, nurturing, and faith-based environment.

- **We recognize…** the need to be accountable to the fulfillment of these goals. We seek to properly assess children's programs through multiple assessments such as performance, recorded observations, anecdotal notes, and portfolios of children's work. This progress should be reported both formally and informally through frequent communication with families guided by administrators.

The Teacher of Young Children
(Ages 3 to 9)

Relations between the Home and the School

To achieve individually appropriate programs for Early Childhood Education, the teacher must work in partnership with families and communicate regularly with the child's parents/guardians. Positive home-school connections have been linked to improved academic motivation and social-emotional skills in children of all ethnic and socioeconomic backgrounds (Halgunseth et al., 2009).

- The teacher recognizes that cultural diversity is the American norm and that familiar cultural traditions/customs most easily demonstrate children's abilities.

- Parents/guardians have both the right and the responsibility to share in decisions about their child's care and education. Parents should be encouraged to observe and participate. The teacher is responsible for establishing and maintaining frequent contacts with families.

- The teacher shares child development knowledge, insights, and resources as part of regular communication and conferences with family members.

- Parents, the first and principal teachers, must begin to instill in their children a sense of independence and personal responsibility to facilitate the immersion of their children as students into a larger community setting.

- Teachers, parents, agencies, programs, and consultants who may have educational responsibility for the child at different times should, with family participation, share information about children as they pass from one level or program to another.

The Early Childhood Teacher:

- views every child as a child of God with a unique personality;

- responds quickly and directly to a child's needs, desires, and messages and adapts responses to children's differing styles and abilities;

- provides varied opportunities for children to communicate;

- facilitates a child's successful completion of tasks by providing support, focused attention, physical proximity, and verbal encouragement. The teacher recognizes that children learn from trial and error and that children's misconceptions reflect their developing thoughts;

- is alert to the signs of undue stress in children's behavior and is aware of age-appropriate stress-reducing activities and techniques;

- facilitates the development of true self-esteem by respecting, accepting, and comforting children regardless of their behavior;

- facilitates the development of self-control in children;

- is responsible for children under supervision at all times and plans for increasing independence as children acquire skills;

- remembers that the primary learner's needs remain more similar than different to those of a preschooler and kindergartner;

- understands that children with disabilities or special learning needs are included as members of the class socially, intellectually and physically;

- participates in on-going professional development opportunities that are provided for teachers to insure developmentally appropriate curriculum and instruction to help teachers become more competent, confident, and creative;

- understands that the primary learner functions best in small group activities and that the teacher is the facilitator for group discussion, collaborative learning, and project work;

- is qualified to work with 3 to 9 year-olds through Early Childhood Education degree programs or Elementary Education degree programs (including supervised field experience and required coursework in child development and how children learn);

- provides the atmosphere in which children can extend their knowledge through an integrated curriculum;

- provides opportunities for students to be engaged in active rather than passive learning activities;

- helps students acquire developmentally appropriate skills by fostering children's self-confidence, persistence, and other positive dispositions as learners;

- uses a variety of strategies for insuring each child's progress in accomplishing the expected, age-appropriate learning objectives;

- realizes that as a teacher of early childhood students, one has the ability to develop a life-long, positive attitude towards learning. These will be relatively enduring habits of mind and action;

- understands that changes in demographics will have a direct effect on changes in the school culture;

- infuses digital technology into the teaching and learning process and

- integrates communication, collaboration, critical thinking, and creativity into instruction.

Early Childhood Religious Education

It is particularly essential that religious education for young children be developmentally appropriate. Such religious education is geared toward laying a foundation for the children's gradual awakening of faith. The teacher needs to understand that young children come from diverse backgrounds with varied exposure to the faith; the children, therefore, may require a period in which the soil must be prepared and enriched for the proper reception of the seeds of the faith. This precedes efforts toward a more formalized religious education. Spiritual growth is an on-going discovery of a personal relationship with God. As children develop from the early concrete stages to the more abstract, teachers "model" their faith to those whose life they touch on a daily basis.

The RCL Benziger Family Life Series Program for child protection is to be used throughout all Catholic elementary schools of the Diocese of Trenton starting in 2017. This is a K-8 program which helps the children to recognize and appreciate God's gifts of family, self, life, love, and community and introduces students to the skills necessary for self-protection.

More detailed information regarding faith formation is provided in the Religious Studies Curriculum Guidelines.

Evangelization

"Go and make disciples of all nations, baptizing them in the name of the Father, and of the Son, and of the Holy Spirit, teaching them to observe all that I have commanded you." Mt 28: 19-20

The education of children and young people is such an important task in forming them as free and responsible human beings. It affirms their dignity as an inalienable gift that flows from our original creation as children made in the image and likeness of God. And

because education truly forms human beings, it is especially the duty and responsibility of the Church, who is called to serve mankind from the heart of God and in such a way that no other institution can.
-Cardinal Jorge Bergoglio (Pope Francis)

Catholic schools have always been the hope of the Church in our country. Each successive generation of Catholics, from the time of Elizabeth Ann Seton to the present, have benefitted not only from the faith that has been taught there but also from the faith that has been witnessed in our Catholic Schools. True evangelization requires both teaching and witness as our young people encounter the Lord Jesus Christ.
-Most Reverend David M. O'Connell, CM, Bishop of Trenton

Renewing Christian Witness: Reflections on Catholic Schools As Instruments of the New Evangelization. Secretariat of Catholic Education, United States Conference of Catholic Bishops.

What is Evangelization?

Evangelizing means bringing the Good News of Jesus into every human situation and seeking to convert individuals and society by the divine power of the Gospel itself.

The simplest way to say what evangelization means is to follow Pope Paul VI, whose message *Evangelii Nuntiandi* (*On Evangelization in the Modern World*) has inspired so much recent thought and activity in the Church. We can rephrase his words to say that evangelizing means bringing the Good News of Jesus into every human situation and seeking to convert individuals and society by the divine power of the Gospel itself.[1] At its essence are the proclamation of salvation in Jesus Christ and the response of a person in faith, which are both works of the Spirit of God.

Evangelization must always be directly connected to the Lord Jesus Christ. "There is no true evangelization if the name, the teaching, the life, the promises, the Kingdom and the mystery of Jesus of Nazareth, the Son of God are not proclaimed."[2]

Why Do We Evangelize?

We must evangelize because the Lord Jesus commanded us to do so. He gave the Church the unending task of evangelizing as a restless power, to stir and to stimulate all its actions until all nations have heard his Good News and until every person has become his disciple.[3]

The Lord commanded us to evangelize because salvation is offered to every person in him. More than a holy figure or a prophet, Jesus is God's Word,[4] God's "very imprint,"[5]

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[1] *Evangelii Nuntiandi* (*On Evangelization in the Modern World*), no. 18
[2] ibid., no. 22
[3] Matthew 28: 18-20
[4] John 1:1, 1:14

the power and wisdom of God.[6] He is our Savior. Becoming like us and accepting our human nature,[7] he addresses in himself, in his death and resurrection, the brokenness of our lives. He suffers through our sin; he feels our pain; he knows the thirst of our death; he accepts the limits of our human life so that he might bring us beyond those limits. "[H]e humbled himself, becoming obedient to death, even death on a cross. Because of this, God greatly exalted him! . . ."[8] Taking on our death as Savior, Jesus was raised to life. In Christ, all can come to know that the sin, the coldness, the indifference, the despair, and the doubt of our lives are overcome by God's taking on our human nature and leading us to new life. In him, and him alone, is the promise of resurrection and new life.

How Do We Evangelize?

Evangelization happens when the word of Jesus speaks to people's hearts and minds. Needing no trickery or manipulation, evangelization can happen only when people accept the Gospel freely, as the "good news" it is meant to be, because of the power of the gospel message and the accompanying grace of God.

We cannot really talk about the "ordinary" life of the Church because all of it is the graced gift of the Holy Spirit. Yet there are familiar ways by which evangelization happens: by the way we live God's love in our daily life; by the love, example, and support people give each other; by the ways parents pass faith on to their children; in our life as Church, through the proclamation of the Word and the wholehearted celebration of the saving deeds of Jesus; in renewal efforts of local and national scope; in the care we show to those most in need; and in the ways we go about our work, share with our neighbors, and treat the stranger. In daily life, family members evangelize each other; men and women, their future spouses; and workers, their fellow employees, by the simple lives of faith they lead. Through the ordinary patterns of our Catholic life, the Holy Spirit brings about conversion and a new life in Christ.

Here, there are two elements at work: *witness*, which is the simple living of the faith; and *sharing*, which is spreading the Good News of Jesus in an explicit way.

Evangelization, then, has different implications depending on our relationship to Jesus and his Church. For those of us who practice and live our Catholic faith, it is a call to ongoing growth and renewed conversion. For those who have accepted it only in name, it is a call to re-evangelization. For those who have stopped practicing their faith, it is a call to reconciliation. For children, it is a call to be formed into disciples through the family's faith life and religious education. For other Christians, it is an invitation to know

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[5] Hebrews 1:3

[6] 1 Corinthians 1:24

[7] Philippians 2:7

[8] Philippians 2:8-9

the fullness of our message. For those who have no faith, it is a call to conversion to know Christ Jesus and thus experience a change to new life with Christ and his Church.

Evangelization, then, has both an inward and an outward direction. *Inwardly* it calls for our continued receiving of the Gospel of Jesus Christ, our ongoing conversion both individually and as Church. It nurtures us, makes us grow, and renews us in holiness as God's people. *Outwardly* evangelization addresses those who have not heard the Gospel or who, having heard it, have stopped practicing their faith, and those who seek the fullness of faith.

We know that the word "evangelization" sometimes raises uncomfortable images for Catholics—especially in the culture of the United States, where evangelism has sometimes meant only an individual response to enthusiastic preaching, a style of mass religion, a contrived way to recruit new members, or, at its worst, a way to play on people's needs. Still, we use the word "evangelization" because its root meaning is "Gospel" (Good News) and because it calls us, even if it is uncomfortable, to live the faith of our baptism more openly and to share it more freely.

Excerpts from: *Go and Make Disciples: A National Plan and Strategy for Catholic Evangelization in the United States.* Copyright © 2002, United States Conference of Catholic Bishops, Inc., Washington, D.C

Each and every Catholic school has been tasked by Christ Jesus himself with the mission of being a center of evangelization. All of us-students, families, staff members, teachers, and administrators-have both the freedom to be the receiver of evangelization as well as the responsibility to be the instrument of evangelization. The call to be a follower of Christ is one that is intended for all of us, young and old and student and teacher.

Definition of Developmental Appropriateness and the Role of Play

The developmental appropriateness of an early childhood program is most apparent in the interactions between teacher and child. Developmentally appropriate interactions are based on the teacher's knowledge and expectations of age-appropriate behavior in children balanced by awareness of individual differences among children. The concept of Developmental Appropriateness has three dimensions: Age Appropriateness, Individual Appropriateness, and Cultural Appropriateness. In addition, attention and care must be given to students who have special needs.

- **Age Appropriateness** – Human development research indicates that there are universal, predictable sequences of growth and change that occur in children during the first nine years of life. These predictable changes occur in all domains of development – physical, emotional, social, moral, and cognitive. Knowledge of typical development of children within the age-span served by the program

provides a framework from which teachers prepare the learning environment and plan appropriate experiences.

- **Individual Appropriateness** – Each child is unique with an individual pattern of growth and development. Both the curriculum and the interaction of adults with the child should be responsive to individual differences. Learning in the young child is the result of interaction between the child's thoughts and experiences with materials, ideas, and people. These experiences should match the child's developing abilities, while also challenging the child's interest and understanding. Programs should provide stimulation for a wider range of interest and abilities than the chronological age of the child might suggest. Activities should increase in difficulty and complexity as the child develops understanding and skills.

- **Cultural Appropriateness** – Classrooms can function as a microcosm of the larger society. In today's classroom, there is richness that exists because of the many backgrounds and cultures from which our students come. Learning and development can be directly linked to these cultures. It is important, then, that teachers be sensitive to the cultural backgrounds of their students. In a classroom, teachers must foster both an understanding of different cultures and a tolerance for these cultures.

Play

While research on brain development is in its infancy, it is believed that play shapes the structural design of the brain. We know that secure attachments and stimulation are significant aspects of brain development; play provides active exploration that assists in building and strengthening brain pathways. Play creates a brain that has increased "flexibility and improved potential for learning later in life" (Lester & Russell, 2008).

Young children's play allows them to explore, identify, negotiate, take risks and create meaning. The intellectual and cognitive benefits of playing have been well documented. Children who engage in quality play experiences are more likely to have well-developed memory skills, language development, and are able to regulate their behavior, leading to enhanced school adjustment and academic learning (Bodrova & Leong, 2005).

Children are playful by nature. Their earliest experiences exploring with their senses lead them to play, first by themselves and eventually with others. The National Association for the Education of Young Children (NAEYC) has included play as a criterion in its accreditation process for programs for young children. "They call it their work," says Peter Pizzolongo, associate director for professional development at NAEYC. "When they're learning and playing with joy, then it's a positive experience. They develop a positive approach to learning."

Through play, children develop skills they will use during their school years.

Physical

Both gross and fine motor development occurs through play. When kids play outdoors, if they feel comfortable and supported, they'll push themselves to new challenges and build motor skills. Developing fine motor skills, such as handling small objects, is a way for children to practice using their hands and fingers, which in turn builds the strength and coordination critical for writing skills. "When you're a preschooler or toddler, your attention comes out in a different way," explains Pizzolongo. "Your attention works best if your body is involved, as many parts of it as possible. So children learning to play where they're physically engaged with materials and interacting with each other would work best."

Linguistic

Children build language skills through cooperative play. Their success depends on their ability and patience in explaining themselves. Teachers repeat the words children say to help others understand. They also teach words about the objects the kids are interested in handling. Students may talk to themselves while playing side by side with other children and then begin to repeat what they hear or start talking to each other. This develops into back-and-forth communication about play, becoming increasingly sophisticated by age 4. Children will now set rules, have specific roles, express their interests or objections, and chatter about funny situations that occur in the course of play.

Self-Concept

Play builds a strong sense of self-confidence. Trying to do a certain trick on a play structure or build with blocks is hard work for a preschooler. Teachers acknowledge these experiences by articulating what they observe and letting the preschooler absorb these accomplishments again. There are also therapeutic benefits to play that help all children. For example, understanding that a parent is going to work and will come back at pick-up time can be reinforced through a play scenario.

Social Development

Listening, negotiating, and compromising are challenging for 4 and 5 year-olds. Though children at this age are still egocentric, or unable to think beyond their own needs, working with others helps them develop an awareness of differences in people around them. These experiences in preschool provide a foundation for learning how to solve problems and communicate with peers. Play also helps build positive leadership qualities for children who are naturally inclined to direct but must learn how to control their impulses.

Gelman, Pam. "How Important Is Play in Preschool?" Great Schools. May 1, 2015.

Special Needs Students

Early childhood educators are aware of the various and diverse social, emotional, physical, and academic developmental stages of each student. We strive to accommodate the student's needs in order for the students to reach their God-given potential.

The Church teaches a positive anthropology that each person is a reflection of the divine, and as such, each is bound together in a community of faith that must respect and care for one another. It is the obligation of all members of the Christian community to develop a deeper understanding of those with disabilities and to work to integrate them into society. This obligation includes integrating students with special needs into Catholic schools and parish education programs.

2013, Long & Schuttloffel, A RATIONALE FOR SPECIAL EDUCATION

The 2009 joint statement on special needs inclusion of the Division for Early Childhood and the National Association for the Education of Young Children can be found at the following link.

https://www.naeyc.org/files/naeyc/file/positions/DEC_NAEYC_EC_updatedKS.pdf

The Diocese of Trenton strives to include children who have special needs and offers accommodations whenever physically and fiscally possible. With regard to acceptance into a diocesan school or an educational program, consideration for what is best for the individual student will be the primary consideration.

"May we always care for our children, not counting the cost, so that they may never believe themselves to be mistakes, but always know their infinite worth." -*Pope Francis, April 8, 2015.*

Assessment

As Early Childhood educators, we are asked to evaluate our students and make clear choices for them regarding placement, educational capability, and academic success for future years.

Assessment is the on-going process of observing, recording, and documenting the development of the whole child. Evaluation is the process of interpreting the information gathered and making decisions based on that information.

Assessment and evaluation become the basis for a variety of educational decisions that affect the child, including planning the curriculum and informing parents. Assessment and evaluation must be based on data that is age-appropriate as well as individually appropriate.

Technology

The world has seen many incredible advances in technology and in the manner in which we relate to one another and with one another. Educators guide the implementation and the utilization of this tool in a classroom setting. Students should begin to understand that technology is a tool that can effectively help us to communicate, to conduct research, to create, and to share ideas, as well as a means of entertainment.

21st Century Learners

Constant and unstoppable changes in our world beckon us to equip our children, their parents, and us with the skills that are needed to be active members of a 21st century community. As 21st century teachers and learners, we must work to help students develop the flexibility to grow and to adapt to ever-changing technologies. We must also encourage the skills of critical thinking, creativity, problem-solving, real communication, collaboration, global awareness, and social and environmental responsibility.

A PSALM ABOUT CHILDREN

Children
are God's most sacred surprise,
a light in the eyes,
a lift to the heart,
a storyline's continuation.
All: Thank you, God, for children.

Children
mirror mystery.
Children are God's preferred way of being,
preferred way of seeing the world and all its
people.
All: Teach us, God, through our children.

Our children
are not our children.
They are given to us and pass through us
into worlds of their own making,
into risks of their own taking,
into futures we will not know.
All: Help us, God, to let go of our children.

Our children
are reminders
of what we like best about ourselves,
of when we knew love that gave birth to our-
selves,
of how we can live beyond ourselves.
**All: Help us, God, to learn to be ourselves
with our children.**

When children cry,
when children die,
the whole world is diminished,
for a child's pain
is the earth's pain,
and when an innocent child is abused,
none of us is ever the same again.
All: Help us, God, to protect our children.

When children feel
they are included,
a little hope rises on all horizons,
a new dream dances in our generation
and seeds are sown for a new creation.
**All: Help us, God, to grow through our
children.**

When children are simply children,
filling their day with life
spilling over,
sharing love,
sharing laughter,
grabbing the whole of their
once-upon-a-time,
making us believe in happy-ever-after,
anything at all is possible.
**All: We live into hope, God, through our
children.**

All of us
are children:
children of God,
children of children,
children whose children
are children of children.
Be reconciled to the child within,
so that love can live on
beyond us
forever.
**All: We praise you, God, and we thank
you in the name of all your children.**

Creating the Environment

Have you ever wondered what your classroom says about you and your students? What would an outsider's first impression be of your classroom? Is your room filled with engaging materials? Is your curriculum appropriate? Do you plan for transitions? Do you use positive guidance with the children?

All of these factors work together to build a classroom that is developmentally appropriate - a place that is comfortable, safe, and secure. The developmentally appropriate classroom is a carefully planned room where children can initiate learning. It is a place that meets the needs of the children and provides materials that are age appropriate, individually appropriate, and culturally appropriate.

Research has shown that children in developmentally appropriate programs are less stressed, less anxious about tests, better creative thinkers, and better communicators. However, children have a number of limitations depending on their developmental level. Educators must ensure that children are provided with an age appropriate, individually appropriate, and culturally appropriate environment.

There are many aspects involved in making a classroom developmentally appropriate, including: the physical environment, curriculum, teacher involvement and parent involvement. These aspects should be integrated so children get the best experience possible from their classrooms.

The developmentally appropriate classroom is a safe, secure, and stimulating place where each child can grow physically, socially, emotionally, and cognitively. Classrooms should consist of developmentally appropriate materials and learning centers for the children to explore. The general atmosphere of the classroom should be relaxed because children learn more when they feel psychologically safe.

The Developmentally Appropriate Classroom. Child Care Education Institute. Volume 4, Issue 8. 2009.

Organization of Space

- Create a space that engages the child in activity and sustains the child's interest.
- Establish different areas for art, music, reading, technology, etc.
- Arrange desks and works spaces that allow students the ability to work alone or in a small group.
- Provide unobstructed pathways careful not to leave wide-open areas that encourage unsafe behavior.
- Use dividers to create specific spaces that are high enough to separate but low enough to observe children.
- Group similar activities in neighboring areas, i.e. loud activities together and quiet activities together.
- Arrange areas that allow for both peer to peer and peer to adult interactions.
- Provide carpeted areas for gathering, reading, and collaboration.

- Avail the children of open storage areas with appropriate labels in English or English and Spanish.
- Develop an organized, regular system for bathroom use and provide easily accessible materials.
- Establish an outdoor play area to encourage cooperation, motor development, and physical fitness.
- Provide materials that are relevant to the lives of the children

Learning Centers and Centering on Learning

Learning centers offer children a powerful opportunity to develop independence, risk taking, perseverance, initiative, creativity, reasoning and problem-solving-the "learning to learn" skills… Learning centers, when set up and used effectively, allow children to develop skills in multiple domains.

Gullo D. (2006). K Today: Teaching and learning in the kindergarten year. Washington, DC: NAEYC.

The Nature of Learning Centers

The early childhood classroom is a very busy place and not meant for the faint of heart. Children are scattered throughout the room, taking advantage of every available space. Some children may be working alone, some with a partner, and some in small groups. The teacher walks around the room observing, monitoring, adjusting, and evaluating dozens of things while working with that one child, that pair, or that small group. There is no time or opportunity for a teacher to be behind a desk. The teacher is actively involved in the learning process. The classroom isn't chaotic, but it isn't quiet either. There is the sound of a definite buzz and hum. And *that* is the sound of learning.

Remember the following:

- Start Slowly! At first, keep the number of centers to one or two.
- Coordinate Centers. Arrange them according to similarity and need
- Introduce Centers. Teach about choices and explain potential concerns.
- Expect Noise! There is nothing wrong with meaningful noise.
- Be Consistent. Decide with the children when to use and when not to use the centers.

The Role of the Teacher in a Learning Center Environment

Integrated curriculum content occurs through active participation in learning centers and projects. Throughout the curriculum development process, the teacher is a careful observer, identifying individual and group goals and appropriate strategies.

- ***Religion*** is learned through modeled behavior of adults. Children learn that God made them and loves them. They experience this love in positive, joyful experiences. Love grows as it is shared with others in and out of the classroom.

Children learn their prayers, the sacraments, and how following Jesus guides their consciences.

- *Mathematics* is included through problem-solving, discovery, and exploration. Adults guide active projects, cooperative and collaborative play, and discussion of relevant life situations. Manipulative materials are important to provide concrete experiences in this area. Integration is a concept that is made relevant.

- *Science* projects are based on exploration and encourage children's active involvement inside and outside the classroom. Children develop hypotheses about familiar and unfamiliar phenomenon. Adults provide hypotheses about familiar and unfamiliar phenomenon. Adults provide questions and experiments. Science projects cater to children's natural interests and those introduced by the adult through reading material.

- *Literacy* activities encourage children to communicate through reading, writing, speaking, and listening. Literacy becomes a relevant tool for projects in other content areas. Specific skills are learned in small group settings through positive activities and games. Expressive arts are integrated with ongoing activities and projects.

- *Social Studies* content addresses relevant social relations and the values and rules of daily social experiences. Children learn respect for individual differences in their own environment and beyond.

- *Health and Safety* content is developed through projects. Children apply this information to their daily habits.

- *Technology* enhances the curriculum by enabling children to access information, research, write and publish, and practice and problem solve.

Lesson Plan Development

Instructional planning for the primary classroom requires:

- knowledge of child development
- knowledge of learning as an active process
- knowledge of the content

An integrated curriculum plan balances content and process to address the developmental abilities of the children being taught. The curriculum descriptors in this guide are used to assess each student's developmental level.

Use:

- projects and activities that require 21st century abilities and STEM/STREAM concepts
- strategies that guide, facilitate, and assist participation by children
- organization of the classroom environment (time, space, and materials)
- selection of developmentally appropriate and manipulative
- technology which both enhances the classroom experience and prepares children for a future that will be filled with devices of many types

Then:

- integrate, using topics which develop deep understandings
- question, scaffolding new learning to prior learning
- design tasks, meeting individual needs
- group flexibly, participating in large and small groups

An Instructional Model for Integrating the Curriculum

1. ***Engagement.*** Arouse student interest and curiosity with an event or question that allows children to make connections between what they know and what they can do.
2. ***Exploration.*** Develop understanding of relationships through hands-on activities and use of the senses.
3. ***Explanation.*** Assess understandings of concepts and processes.
4. ***Elaboration.*** Involve students in applying learning to new situations.
5. ***Evaluation.*** Regularly measure student progress through formative assessments. Activities can be outcomes. Allow and encourage students to assess their own progress.

Sample Learning Centers

Primary children learn best through direct experiences with concrete objects and through interactions with other children and adults. The following is a list of materials that can be used for some learning centers. Some materials may be used in more than one area.

Activities that can be used are listed in the diocesan curriculum guidelines for each discipline. The activities should be kept open-ended. Learning centers are a wonderful means of providing for individual strengths and interests.

Religion Center: This center provides the child with an awareness of the awe and wonder of God. The child should have a chance to explore various religious symbols, icons, activities, prayers, and practices to foster Catholic identity and to help the child to know and follow Jesus. Symbols and signs, stories, pictures, music, and art are so critical to early faith formation.

Materials: Computer, model of a church, statute of the parish or other saint(s), religious books, religious music, religious   pictures, holy cards, icons, religious puzzles, Holy Water, a Rosary, prayer request book/paper, candle(s), arts and crafts items, and available digital resources.

Reading Center: The reading center should be a quiet, comfortable area where the children can relax and enjoy a good book. This is also a good place for children to do an author study, interact with each other as they read with a classmate or discuss what they have read.

Materials: Computer, books, big books, class-made books, dictionaries, soft cushions, pillows, bean bag chairs, rocker, theme-related books, books in other languages, magazines, newspapers, flannel board and props, bookcases, lamp, author information, reading logs, journals, and available digital resources.

Listening Center: This is an area that allows students opportunities for independent listening activities.

Materials: Available technologies should be used.

Writing/Publishing Center: This center gives the children the chance to explore many different writing experiences. Writing experiences should be real and purposeful for the individual student. Don't forget to include ideas that spark the desire to write.

Materials: Computer, paper (lined, un-lined, scrap, stationery, and envelopes), index cards, stamps and stamp pads, stickers, writing tools (pens, markers, pencils, colored pencils, crayons, chalk, and dry-erase markers), greeting cards, thesaurus, dictionary, blank flash cards, blank books, magazines, mailbox, book publishing materials, and available digital resources.

Social Studies Center: In the social studies center, students can investigate subjects of personal interest and topics related to the curriculum. Children can explore foreign lands, visit the past, or make friends with other cultures. This will help the children to become proficient with the use of resource materials in order to become more independent learners.

Materials: Computer, paper, pencils, pens, magazines, newspapers, posters, charts, photographs, computer, maps, globe, almanac, encyclopedia, dictionary, thesaurus, atlas, compass, biographies, clay, art materials, and available digital resources.

Math Center: This center offers the opportunities for building, exploring, and refining mathematical concepts. Here, children can practice new skills and apply the skills that they have mastered.

Materials: Computer, various blocks, geoboards, measuring tools, implements for sorting and classifying, magnetic shapes and numbers, magnetic board, floor graph, dice and spinners, calculators, dice, spinners, timer, clock, play money,

fraction models, tangrams, base ten blocks, plastic counters, manipulatives, books about math concepts (time, money, or fractions), and available digital resources.

Science Center: The purpose of this center is to provide opportunities for children to explore scientific concepts, and to observe, hypothesize, investigate, and report their findings.

Materials: Computer, plants, science books on various topics, magnifying glasses, collections (rocks, shells, or leaves), models, terrarium, nests, bones, seeds, beans, batteries, wires, bulbs, microscopes and slides, measuring materials, scales, tweezers, tongs, eye droppers, containers, thermometers, clay, wax paper, aluminum foil, sorting trays, science journals, observation sheets, and available digital resources, among many others.

Please see the diocesan policy handbook for policies regarding living animals in the classroom.

Daily Schedules

The diocesan policy as well as the school policy should be followed when determining the daily schedule.

New Jersey State Department of Education Preschool Teaching and Learning Standards 2014

THE DOCUMENTATION/ASSESSMENT PROCESS

Assessment of young children is an ongoing process which includes identifying, collecting, describing, interpreting, and applying classroom-based evidence of early learning in order to make informed instructional decisions. This evidence may include records of children's conversations, their drawings and constructions, as well as photographs of and anecdotal notes describing their behaviors.

Documentation, a preliminary stage in the assessment process, focuses on identifying, collecting, and describing the evidence of learning in an objective, nonjudgmental manner. Teachers of young children should take the time to identify the learning goals, collect records of language and work samples, and then carefully describe and review the evidence with colleagues. Documentation of children's learning should be directly linked to a set of clearly defined learning goals. Furthermore, the documentation/assessment process should consist of materials that are culturally and linguistically appropriate, especially when using such materials to assess English language learners. In addition, when using assessment data to inform the instruction of all young children, which includes English language learners as well as children with disabilities, teachers must be sure to use multiple age-appropriate methods over time.

Careful documentation and assessment can increase the teacher's understanding of child development, assist in understanding the needs of the children in a specific class, and enhance the teacher's ability to reflect on the instructional program. Such reflections also assist teachers in articulating assessment purposes with appropriate community members and communicating assessment results with parents.

Major Purpose of Assessment in Early Childhood

The primary purpose of the assessment of young children is to help educators determine appropriate classroom activities for individuals and groups of children.

The documentation/assessment process should:

• Build on multiple forms of evidence of the child's learning.

• Take place over a period of time.

• Reflect the understanding of groups, as well as of individual children.

• Show sensitivity to each individual child's special needs, home language, learning style, and developmental stage.

The information collected in the documentation/assessment process should:

• Connect to developmentally appropriate learning goals.

• Add to understanding of the child's growth and development.

• Provide information that can be applied directly to instructional planning.

• Be communicated to the child's family and, to the extent appropriate, to the child.

Observation

Observation of young children is crucial to appropriate documentation and assessment. However, observation is a skill that must be developed and perfected by the teacher over time. In the process of observing children, teachers can make use of the following techniques: rating forms, photography, narrative description, anecdotes, videotaping, journals, and recording of children's conversations and monologues.

Observation must be intentional. As part of the daily classroom routine, it is probably the most authentic form of assessment. Observing what children do every day is the best place to start when creating a real-life profile of each child.

What to Observe

• Patterns in behavior reflecting motivation to learn, to explore, or to investigate

• Problem-solving strategies

• Patterns of social interaction (i.e., determine individual preferences for large-group, small-group, or solitary play in the classroom and on the playground)

• Key attributes of the child (i.e., identify and list recurring interests)

How to Observe

• Observe regularly with a specific purpose.

• Observe children at different times of the day.

• Observe children in different settings throughout the school or center.

• Observe the usual demeanor of the child, not unusual behavior or bad days.

• Observe for new possibilities (e.g., if a child is having trouble, could the environment or circumstances be changed to assist the child?).

How to Involve Parents

Parents should be partners in the accurate and sensitive assessment of young children. The following practices help encourage parental involvement in child assessments:

• Accentuate the positive when assessing children.

• Build assessment comments about how a child is doing into everyday conversations with parents.

• Explain assessment approaches at a parent meeting or workshop. Be clear about the differences between standardized tests and authentic assessment.

• Write about assessment in a newsletter or a special letter home.

• Demonstrate that parents are valued as respected partners in the behavior and progress of their children.

• Support assessment comments with documentation showing what the child has accomplished over time.

How to Involve Children

Everyone has a view of each child's abilities, preferences, and performances, including the child.

To involve the children in their own assessment effectively:

- Observe and document things the children say and do. Often random statements such as, "I was this big on my last birthday, now I'm THIS big," are evidence that children are capable of assessing what they can do and how they are changing.
- Ask children about themselves. Children will tell you what they do and do not like to do. Some children may prefer a private, intimate setting in which they have your undivided attention, while some children may respond to more informal discussions in busier settings.
- Ask children to assess their work. Ask children to help decide which work should be included in their portfolios. Respect their choices and responses about their work.
- Let children take pictures of their most prized work from time to time. They can make a bulletin board display of their specially chosen pictures or collect them in a portfolio.

Social/Emotional Development

Young children's social/emotional growth and learning occurs as a result of their interactions with others and is interconnected with their development in the physical and cognitive domains. Relationships with adults and children in the preschool environment exert a powerful positive influence on children's social/emotional development. A high quality preschool program requires dedicated and qualified teaching staff, working in partnership with children's families, to systematically assist children in developing social competence and confidence.

As children move through the preschool day, their teachers carefully observe and listen to them and adapt their responses to suit individual children's social and emotional needs. Preschool teachers support young students' developing self-concepts and self-esteem by talking with them about their actions and accomplishments and by always showing respect for their feelings and cultures. Throughout the day, teachers coach and guide children as they interact with each other, and they support children's social skills and problem-solving abilities. Within this community of learners, children develop the social and emotional competencies they need to fully immerse themselves in the preschool day and become successful learners.

There are five preschool standards for social/emotional development:

Standard 0.1: Children demonstrate self-confidence.

Standard 0.2: Children demonstrate self-direction.

Standard 0.3: Children identify and express feelings.

Standard 0.4: Children exhibit positive interactions with other children and adults.

Standard 0.5: Children exhibit pro-social behaviors.

Each of these five standards is further elaborated in the sections that follow. For each standard, effective preschool teaching practices are listed, followed by the preschool competencies that develop as a result of those practices.

Standard 0.1: Children demonstrate self-confidence.

Preschool Teaching Practices Effective preschool teachers:

- Provide materials and activities to further learning at the child's developmental level and to foster feelings of competence (e.g., knobbed and regular puzzles, looped scissors, open-ended art materials, and child-sized manipulatives).
- Make adaptations to the classroom environment to support individual children's needs (e.g., sensory table, quiet spaces, appropriately-sized furnishings, and visuals at eye level).
- Adapt materials and activities to support English and non-English language speakers (e.g., use labels with pictures to help children negotiate standards the classroom and make picture-word associations, dramatize actions while providing words for the actions in multiple languages, provide simple directions in multiple languages, offer books, music, and computer software in multiple languages).
- Use children's ideas and interests to inspire activities and to engage students in discussions (e.g., tire tracks made by bicycle wheels on the playground can lead to an exploration and discussion of the different kinds of tracks made by an assortment of wheeled vehicles).
- Use open-ended questions to begin a discussion with individual children or groups of children (e.g., "What might happen if ...?" "What would you do if ...?" or "How would you feel if …").
- Model verbal descriptions of children's actions and efforts (e.g., "Anna used the paintbrush to make squiggles.").

- Ask questions that encourage children to describe their actions and efforts (e.g., "Joseph, will you tell Maria how you used the computer mouse to change your drawing?").

Preschool Learning Outcomes

Children will:

- Express individuality by making independent decisions about which materials to use.
- Express ideas for activities and initiate discussions.
- Actively engage in activities and interactions with teachers and peers.
- Discuss their own actions and efforts.

Standard 0.2: Children demonstrate self-direction.

Preschool Teaching Practices

Effective preschool teachers:

- Organize the classroom environment and establish a daily routine that enables children to independently choose materials and put them away on their own (e.g., keep supplies on low shelves, use child-sized utensils, organize centers so that children can maneuver easily).
- Facilitate open-ended and child-initiated activities to encourage independence and self-direction (e.g., Jorge's interest in trains might lead a small group of children to build a train station from materials found in the classroom).
- Use songs, rhymes, movement, and pictures to reinforce independent functioning in the classroom (e.g., post pictures that represent the daily schedule, sing songs to cue transition times).
- Limit whole-group activities to short periods of time with interactive involvement (e.g., body movement, singing, finger-plays).
- Keep transitions short to adapt to children's limited attention spans, and conduct daily routines (e.g. toileting and washing hands) individually or in pairs to avoid whole-group waiting times and to support independence. Limit whole-group transitions and use them as learning times (e.g., "Children who ride the #4 bus may get their coats." or "Children in the Armadillo group may go wash their hands.").

Preschool Learning Outcomes

Children will:

- Make independent choices and plans from a broad range of diverse interest centers.
- Demonstrate self-help skills (e.g., clean up, pour juice, put away belongings).
- Move through classroom routines and activities with minimal teacher direction and transition easily from one activity to the next.
- Attend to tasks for a period of time.

Standard 0.3: Children identify and express feelings.

Preschool Teaching Practices

Effective preschool teachers:

- Develop children's awareness of a wide range of feelings with appropriate vocabulary during discussions and storytelling (e.g., "The three little kittens lost their mittens. How do you think they felt?").
- Provide literature, materials, and activities (e.g., drawing, writing, art, creative movement, pretend play, puppetry, and role-playing) that help children interpret and express a wide range of feelings related to self and others with appropriate words and actions.
- Model appropriate language for children to use when expressing feelings such as anger and sadness during social interactions (e.g., "James, tell John how it made you feel when he pushed you. Did it make you angry?" "I felt angry when you pushed me. I didn't like it!").
- Provide specific techniques children can learn to use to channel anger, minimize fear, and calm down (e.g., taking three deep breaths, using calming words, pulling self out of play to go to a "safe spot" to relax, listening to soft music, or working with clay).

Preschool Learning Outcomes

Children will:

- Recognize and describe a wide range of feelings, including sadness, anger, fear, and happiness.
- Empathize with feelings of others (e.g., get a blanket for a friend and comfort him/her when sad).

- Channel impulses and negative feelings, such as anger (e.g., taking three deep breaths, using calming words, pulling self out of play to go to "safe spot" to relax, expressive activities).

Standard 0.4: Children exhibit positive interactions with other children and adults.

Preschool Teaching Practices

Effective preschool teachers:

- Comment on specific positive behavior instead of giving empty praise (e.g., "Shadeen, you helped Keisha with her coat. Now she will be warm and cozy.").
- Encourage nurturing behavior through modeling, stories, and songs.
- Encourage the use of manners through modeling and role-playing (e.g., holding the door for a friend, using "please," "thank you," and "excuse me").
- Demonstrate and involve children in respecting the rights of others (e.g., "Devon, first Sheila will take a turn, and then it will be your turn.").
- Encourage expressing needs verbally by modeling appropriate language (e.g., "Ask Nancy if she can please pass the juice to you.").
- Involve children in solving problems that arise in the classroom using conflict resolution skills (e.g., talk about the problem, and the feelings related to the problem, and negotiate solutions).

Preschool Learning Outcomes

Children will:

- Engage appropriately with peers and teachers in classroom activities. 0.4.P.A.1
- Demonstrate socially acceptable behavior for teachers and peers (e.g., give hugs, get a tissue, sit next to a friend/teacher, hold hands).
- Say "thank you," "please," and "excuse me."
- Respect the rights of others (e.g., "This painting belongs to Carlos.").
- Express needs verbally or nonverbally to teacher and peers without being aggressive (e.g., "I don't like it when you call me dummy. Stop!").
- Demonstrate verbal or nonverbal problem-solving skills without being aggressive (e.g., talk about a problem and related feelings and negotiate solutions).

Standard 0.5: Children exhibit pro-social behaviors.

Preschool Teaching Practices

Effective preschool teachers:

- Pair or group children to foster friendship (e.g., partners, buddies, triads).

- Provide toys and plan activities to encourage cooperative play (e.g., provide two telephones so children can talk to each other in dramatic play).
- Collaborate with children on activities while modeling language and pretend skills as needed for play (e.g., teacher pretends to be mother or father in housekeeping corner and soothes her crying baby; teacher and children build a block structure; teacher and children make a cave out of a box; teacher pretends to be a mama bear and the children are bear cubs).
- Identify strategies to enter into play with another child or group of children (e.g., bring materials into play, give a play suggestion, be helpful, give a compliment).
- Gauge and provide the appropriate amount of support necessary for children to be successful during activities and play (e.g., teacher demonstrates pretend play skills, and as children become involved in meaningful interaction with other children, the teacher adjusts the level of support).
- Provide opportunities to take turns (e.g., "Maria gets to pull the wagon one time around the yard, and then it is Jack's turn.").
- Provide opportunities that encourage children to share toys and materials (e.g., "There is one basket of markers for Christen and Jameer to share.").

Preschool Learning Outcomes

Children will:

- Play independently and cooperatively in pairs and small groups.
- Engage in pretend play.
- Demonstrate how to enter into play when a group of children are already involved in play.
- Take turns.
- Demonstrate understanding the concept of sharing by attempting to share.

Strategies to Accomplish Affective Development
of the Early Childhood Student

Ages 3 – 4

EVANGELIZATION & CATECHETICAL OUTCOMES	
Share God's love	Express sensitivity to attitudes of prayer
Develop a healthy self-esteem	Delight in simple, spontaneous prayer
Show an openness to reverence for religion	Accept what is told about God
View the classroom as a place where children are wanted and loved	Observe and imitate positive adult actions toward others
View teacher as a representative of God's love	Believe that God loves every person
Establish a trusting relationship with God	Know that God made each of us special
TEACHING PRACTICES	

- Use art, music, and song
- Model positive, trusting, loving behavior
- Provide aesthetic environment to enhance religious education (e.g. prayer corner and bulletin boards)
- Read Bible stories
- Discuss multiple faiths (as appropriate)
- Visit the parish church or chapel
- Hold appropriate prayer services (e.g. Advent candle lighting)

EMOTIONAL OUTCOMES	
Display feelings with intensity and begin to demonstrate self-restraint	Begin to separate comfortably from parent(s)/guardian(s)
Transition from difficulty adjusting to change to the ability to change with guidance	Become aware of evaluation by others and then begin to introduce self-evaluation
Begin to display a sense of humor	Move from parallel play to associative play
TEACHING PRACTICES	

- Provide associative play materials
- Roll play and model positive behavior
- Plan experiences to distract students from parents
- Tell funny stories
- Develop constructive, evaluative phrases that positively impact growth and development

SOCIAL OUTCOMES	
Enjoy solitary play as well as occasional	Help with adult tasks and thrive on adult

cooperative play	attention
Begin to share and take turns	Know that God made each of us special
Desire to please	Recognize adult authority
Support verbal and physical peer interaction	Know self as part of an immediate family
Discriminate between kind and unkind behavior	Follow classroom routine with teacher assistance
Follow simple routines and rules	Begin to identify own gender
Begins to make friends	Take pride in everyday achievements
Try to do things "by myself"	Know own last name and age
Begin to develop coping skills to deal with disappointment and loss effectively	Introduce appropriate use of manners
TEACHING PRACTICES	

- Establish classroom routines
- Model appropriate behaviors
- Use positive reinforcement
- Use songs and stories
- Give rational reasons for winning and losing
- Explain how to accept disappointments and triumphs

GROSS MOTOR OUTCOMES	
Imitate simple body movements and then animal movements	Roll a ball with direction
Stand on feet together without aid and then on one foot with aid	Begin to jump and then jump without losing balance
Walk on tiptoes and begin walking forward, backward, and sideways using a prompt	Catch a large bounced ball
Attempt to run and then run	Attempt to kick balls
Crawl shifting weight to alternate sides of the body, stand on a balance beam with assistance, come to an awareness of right and left	Use both hands to catch/throw a large ball/bean bag with direction and some control
Use both feet to go up and down steps with assistance and then without assistance (student's hands should not be in pockets)	Maintain balance while carrying objects
Hop with 2 feet and then 1 foot with help	
TEACHING PRACTICES	

- Provide necessary opportunities to accomplish outcomes
- Work with physical education teacher
- Play games and hold races
- Model appropriate skills
- Use music if possible to provide motivation

FINE MOTOR OUTCOMES	
Balance with blocks and string beads	Button/unbutton and zip/unzip
Use writing instruments	Take off and put on coat
Hang up coat	Pull on shoes/boots
Imitate and then copy circular, vertical, horizontal, and cross strokes	Display dexterity to pour from/drink from a various sized containers
Begin to turn pages of a hard page book	Begin to use the restroom independently
Snip with scissors	Place large pegs in a pegboard
Open doors by turning handles and close door easily	Use two hands to manipulate small items
Use a glue stick	Wash face and hands unassisted
Open doors by turning handles and close door easily	

TEACHING PRACTICES
- Provide necessary manipulatives and opportunities to accomplish outcomes   - Follow school protocol for using the facilities   - Work with other teachers (gym, art, music, and technology) to promote interdisciplinary experiences   - Collaborate with nurse when possible

AUDITORY OUTCOMES	
Begin to listen and then listens without interruption	Identify familiar sounds and then recognize differences in sound
Respond appropriately to the teacher	

TEACHING PRACTICES
- Use basic and simple oral cues while helping students to develop a comfort level with the classroom teacher   - Provide music or song to gain student attention or direct tasks   - Use technology to practice listening skills and sound recognition/identification   - Read stories   - Play games to develop listening skills   - Repeat two and then three items in order   - Recall familiar rhymes and then finishes a predictable rhyme

LINGUISTIC OUTCOMES	
Communicate thoughts and needs in complete sentences of 4 to 6 words	Use simple sentences to tell about objects and illustrations
Listen to stories for comprehension	Begin to identify basic shapes and colors
Verbalize names	Use comparative language
Use simple sentences to tell about objects and illustrations	

TEACHING PRACTICES
Name six major body parts: head, arm, hand, stomach, leg, and foot

• Provide exemplars of complete sentences • Use manipulatives for identification of shapes and colors • Ask questions about stories

VISUAL OUTCOMES	
Match familiar objects noting one attribute	Recognize patterns
Sort and classifies several objects using one attribute	Begin to recognize own printed first name
Put simple puzzles together (5-10 pieces)	Follow fixed and moving objects with eyes and exhibits some head control
Identify most objects of a group and can name an object taken from the group	Increase spatial awareness
Begin to identify simple likenesses and differences of an object	Begin one to one correspondence
TEACHING PRACTICES	
• Provide opportunities to practice • Use lay, song, and stories • Provide a visually stimulating and supportive environment • Change environment often	

TECHNOLOGICAL OUTCOMES	
Recognize basic parts of a computer, i.e., screen, mouse, keyboard, desktop	Understand care for and proper use of computer
Introduce interactive capabilities of technology	
TEACHING PRACTICES	
• Model respectful use of technology • Use age-appropriate activities that promote interactive functions • Consult strategies and practices that are provided in the Informational Technology Curriculum Guidelines	

Ages 4 – 5

EVANGELIZATION & CATECHETICAL OUTCOMES	
Begin to understand God's love by experiencing human love	Do friendly things for others as part of God's community
Experience that God made each person as unique and special	Recognize acts of kindness
Know that praying is talking to God and that people can use their own words when praying	Learn that school is a place where all are welcomed and respected
Know that God is the creator of all things	Know some traditional prayers
Have questions about God answered truthfully and concisely	Have a positive, age-appropriate attitude toward religious experiences
TEACHING PRACTICES	
- Use art, music, and song - Model positive, trusting, loving behavior - Provide aesthetic environment to enhance religious education (e.g. prayer corner and bulletin boards) - Read Bible stories - Discuss multiple faiths (as appropriate) - Visit the parish church or chapel - Provide age-appropriate prayer services (e.g. Advent candle lighting)	

EMOTIONAL OUTCOMES	
Begin to verbally express feelings	Begin to adjust to change/transition with guidance
Manage feelings and channel emotions properly using self-control	Become more aware of self through coping with limitations and making mistakes when trying new tasks
Understand the concept of a promise	Show a sense of humor
Peacefully resolve conflict	Separate comfortably from parent(s)/guardian(s)
Feel compassion for others	
TEACHING PRACTICES	
- Facilitate the process of appropriate conflict resolution - Model methods of conflict resolution - Provide stories and songs that illustrate a sense of humor - Teach the concept of laughing at yourself - Use verbal cues or fun ways to transition to another activity - Practice decision-making within an activity - Express the value of perseverance and patience when attempting a task	

SOCIAL OUTCOMES	
Enjoy cooperative play and begins to share and take turns	Develop an awareness of physical differences and characteristics
Strive to be self-assertive, independent, and social	Recognize differing abilities and limitations of others
Ask questions such as "What?" "Why?" "How?" and can use proper manners	Recognize and accept adult authority
Follow routines and rules	Begin to develop self-confidence
Form short-term friendships	Enjoy succeeding; applaud for self
Help with classroom tasks	Begin to show self-control by following clear limits
Know own city and state and names of parent(s)/guardian(s)	Follow instructions given to group
Begin to care for personal belongings	Develop a sense of responsibility
Begin to develop coping skills to deal with disappointment and loss effectively	

TEACHING PRACTICES
- Provide opportunities to assist in tasks   - Use stories and songs   - Establish classroom rules and routines   - Discuss global cultural differences, customs, and holidays   - Consistently reinforce routines and activities   - Give rational reasons for winning and losing   - Explain how to accept disappointments and triumphs

GROSS MOTOR OUTCOMES	
Begin to walk on tiptoes with shoes	Jump without losing balance
Balance on one foot (dominant) for a few seconds	Begin to manipulate body in space in both directionality and laterality
Walk forward, backward, and sideways on tape or footprints	Imitate more complex movements
Begin to walk forward and sideways on a balance beam	Roll a ball toward an object
Correctly identify left and right sides some of the time and begin to follow left to right directionality	Catch a bounced ball or tossed ball/beanbag
Run and gallop	Throw with increasing control
Begin to go up and down steps with alternating feet	Bounce and catch a large ball with both hands
Begin to skip	Kick objects on the run with losing balance
Hop in place on one foot (dominant)	

TEACHING PRACTICES
- Music, dance, and song   - Provide games and activities to promote different skills

Establish and practice procedures for safety (fire drills, etc.)

FINE MOTOR OUTCOMES	
Build structures with blocks	Turn pages of any book
String beads and follow a pattern	Snap, button, zip, and tie
Hold a writing tool appropriately	Hold scissors correctly and cuts large objects and begins to use lines continuously
Pour liquid and sand using different-sized containers with less spillage	Get a drink unassisted
Print upper and lower case letters on lined paper	Attempt to use glue with control
Trace and copy four basic shapes	Become more self-sufficient
Put on/take off coat independently	
TEACHING PRACTICES	

- Provide tools and manipulatives to assist with the development of fine motor skills
- Plan activities and games to promote the development of fine motor skills
- Create daily routines to reinforce skills and activities

AUDITORY OUTCOMES	
Listen without interrupting while maintaining eye contact in a group	Recall familiar rhymes, poems, alliterative phrases
Recognize a pattern or series of sounds, words, or numbers	Recognize auditory cues
Follow simple two or three step directions	Refine ability to recognize tone, volume, and other sound qualities
TEACHING PRACTICES	

- Schedule story time
- Provide repetition to promote listening skills
- Use games and songs to develop patterns and rhymes
- Establish and use auditory cues regularly
- Infuse technological media with directed instruction

VISUAL OUTCOMES	
Match color, shape, and size; begin to discriminate among the finer differences in color, shape, and size	Identify more likenesses and differences of objects
Sort and classify objects by more than one attribute and begin to explain reasons for grouping	Repeat patterns of 3 or 4 items
Complete puzzles with or without frames	Recognize own printed name; identify and

	name letters and numbers
Identify groups of objects and name missing objects from memory	Track fixed and moving objects
Arrange pictures in sequence	

TEACHING PRACTICES
- Play   - Employ manipulatives to reinforce a specific concept   - Provide visually stimulating materials that promote learning   - Infuse technological media with directed instruction

LINGUISTIC OUTCOMES	
Communicate thoughts and needs in complete sentences and use compound sentences	Know functions of major body parts
Recognize and names ten colors: the previous 5 and white, black, brown, purple, and pink	Identify basic shapes
Listen to and retells stories in sequence with the aid of pictures	Begin to use concepts such as opposites and spatial relationships
Create own story dictated to a teacher or adult	

TEACHING PRACTICES
- Play   - Sing and repeat   - Develop a scavenger hunt   - Identify images provided by teacher   - Story time

TECHNOLOGICAL OUTCOMES	
Recognize basic parts of a computer, i.e., screen, mouse, keyboard, desktop, control panel, right and left clicks, scrolling mouse	Use mouse, drag & drop, size images,
Be familiar with the layout of a keyboard and power keys	Use digital tools on teacher-selected sites
Recognize that something is not functioning properly	Respect equipment
Collaborate with peers	Be aware of STEM
Use mouse on interactive websites	Use essential keyboard tools, e.g. spacebar and tab key

TEACHING PRACTICES
- Model respectful use of technology   - Use age-appropriate activities that promote interactive functions   - Consult strategies and practices that are provided in the Technology Guidelines

Ages 5 – 6

EVANGELIZATION & CATECHETICAL OUTCOMES	
Grow in the knowledge of self-worth and abilities	Demonstrate verbally and non-verbally that the most effective example of God's love is a loving, concerned adult
Know God made and loves us all	Be conscious of adults' joy when speaking about God
Be capable of knowing that God is interested in everyday experiences	Understand that each child is missed when not there
TEACHING PRACTICES	
- Provide opportunities for the reception of sacraments - Read stories and discuss moral outcomes and consequences - Use art, music, and song - Model positive, trusting, loving behavior - Provide aesthetic environment to enhance religious education (e.g. prayer corner and bulletin boards) - Read Bible stories - Discuss age-appropriate issues that concern the faith - Participate in Eucharistic celebrations, sacraments, and prayer services - Allow students to read at prayer services or children's Masses	

EMOTIONAL OUTCOMES	
Express varied feelings	Begin to transition, independently operating within a flexible schedule, e.g. self-directed learning areas
Continue to learn control of self-control and share emotions appropriately	Exhibit a sense of humor but cannot laugh at self
Adjust to change/transition with guidance	Separate comfortably from parent(s)/guardian(s)
Gain notions of self through self-evaluation and interactions with others	Remember and clings to promises
Feel compassion and takes action	Form images of self through perception of academic, social, and physical competence
Recognize developmental differences: everyone has abilities and limitations	Grow in perspective, empathy, concern for others, and understand the value of fairness and justice
Overcome some fears from earlier years	
TEACHING PRACTICES	
- Schedule story time - Provide video/digital stories - What would Jesus do? - Respect and value children's cultural and language backgrounds	

- Model the polite use of language and encourage children to imitate positive behavior
- Encourage empathic thinking with questions such as, "Why do you think he is crying?"
- Promote children's confidence and development of new skills by engaging them in problem solving, for example by asking, "Can you think of a way to help you remember to wait for your turn?"
- Attend to signs of personal trauma and providing additional support to children who are experiencing unusual stress in their lives

SOCIAL OUTCOMES	
Enjoy social play; tend to be nurturing and protective of peers	Start to develop attitudes about race and cultural differences
Develop and delight in responsibility and independence	Recognize impact of disabilities and accept children with limitations
Use proper manners in appropriate situations	Respect authority of those supervising
Understand that there are different rules for different settings	Become clear about gender identity; start to develop attitudes about stereotyping: "boy's job" and "girl's job"
Maintain friends for a longer time	Exhibit self-confidence and conformability; have a sense of humor; have sense of humor but cannot laugh at self
Share adult attention; participate in large group experiences	Enjoy succeeding; applaud for self and others
Know name, address, birthday, and phone number	Develop more self-control
Develop coping skills to deal with disappointment and loss effectively	

TEACHING PRACTICES

- Establish classroom routines
- Model appropriate behaviors
- Use positive reinforcement
- Sing songs and tell stories
- Provide opportunities to assist in tasks
- Stories and songs
- Establish classroom rules and routines
- Discuss global cultural differences, customs, and holidays
- Consistently reinforce routines and activities
- Give rational reasons for winning and losing
- Explain how to accept disappointments and triumphs

GROSS MOTOR OUTCOMES	
Walk on tiptoes	Hop in place on either foot
Balance on either foot for at least five seconds with eyes opened or closed	Start to jump rope; manipulate body in space in both directionality and laterality
Walk backward on a balance beam	Catch a small tossed or bounced ball; catch a bean bag
Correctly identify right or left most of the time; imitate teacher's example and uses right or left directionally	Throw a ball toward a target
Run with control over starting or stopping; gallop	Bounce and catch a ball with both hands
Skip smoothly, alternating lead foot	Kick objects on the run without losing balance
Go up and down steps with alternating feet	Kick a ball without losing balance
Perform stunts and enjoy climbing	Play group games and take turns
TEACHING PRACTICES	
- Play Simon Says - Do the Hokey Pokey - Use songs that involve movements/gestures - Initiate group games involving tossing or kicking in different patterns	

FINE MOTOR OUTCOMES	
Build more complex structures with blocks	Turn pages of books properly
String beads by pattern	Use scissors properly and with control; cut out simple shapes and cut on a line continuously
Hold pencil correctly (handedness is well-established)	Place pegs in a pattern on peg board
Pour liquids or sand to indicated markings	Follow instructions given to a group
Print on lined paper; copy letters and numerals	Glue with liquid glue with more control
Trace, copy, and draw four basic shapes; finish incomplete designs	Add detail to drawings
Snap, zip, lace, and tie with no assistance	Take care of most personal needs
Begin to care for personal belongings	Become familiar with traffic safety
TEACHING PRACTICES	
- Pass bean bags or other items - Provide times for finger painting - Assign activities that involve tracing, copying, cutting, folding, or pasting - Use different-sized implements to draw or color - Utilize tangrams - Use geo/peg boards - Assemble knobbed puzzles - Provide different-sized manipulatives	

• Use tweezers to pick up and examine small objects (e.g., "Operation" game) • Stage finger plays or puppet plays

AUDITORY OUTCOMES	
Listen without interrupting while maintaining eye contact in a larger group for lengthening time	Match and recall rhyming words; finish an incomplete sentences with an appropriate word
Repeat a pattern or series of sounds, words, or numbers	Match and identify like and different letter sounds; identifies beginning and ending sounds (placement) and begins to identify middle sound placement
Follow simple three step directions	Understand the difference between "What happened?" and "What do you think?"
Understand words have multiple meanings determined by context and use	Rhyme words
Associate sounds with letters	

TEACHING PRACTICES
• Provide a good selection of books, i.e. regular-sized, big books, board books, interactive books • Use songs, poems, and rhymes • Conduct story time

VISUAL OUTCOMES	
Match color, shape, and size; discriminate finer differences in color, shape, and size	Identify more refined likenesses and differences of objects
Sort more complex objects into categories and explain rationale	Repeat patterning of 3 or 4 items or pictures; recognize and describes patterns
Complete more difficult puzzles	Recognize own printed name; identify names; match and sequence letters
Identify groups of objects; can recall from memory a removed object and its basic color, shape, and size	Follow fixed and moving objects with eyes and without moving head
Arrange pictures in chronological sequence	Name and match quantitative concepts with numerals; match numerals with numerals and arranges in numerical order

TEACHING PRACTICES
• Develop picture boards • Utilize digital boards and games

LINGUISTIC OUTCOMES	
Communicate thoughts and needs in complete sentences and speaks in compound sentences	Know some or all of the sounds that letters make

Recognize ten colors and shading (light and dark)	Use concepts such as opposites, spatial relationships, and ordering
Listen and retell stories in sequence without the aid of pictures; begin to interpret story situations and predict story outcomes	Recognize and name letters plus some words
Know some words have different meanings	Use and form compound words
Use inventive spelling	Develop a level of comfort when speaking
Become better readers, but sounding out vowels often can still be difficult.	
TEACHING PRACTICES	
• Use stories, poems, and songs	

TECHNOLOGICAL OUTCOMES	
Know features and functions of the keyboard	Use technology-based terms to increase vocabulary
Be familiar with keyboard and "home keys"	Load and execute software with a mouse or keyboard
Explore the Internet	Use clip art to accompany text
Become a life-long learner	Create using appropriate sources
Be aware of safety tools	Understand that the Internet is for both local and global communication
TEACHING PRACTICES	
• Model respectful use of technology • Use age-appropriate activities that promote interactive functions • Consult strategies and practices that are provided in the Informational Technology Curriculum Guidelines	

Ages 6 – 7

EVANGELIZATION & CATECHETICAL OUTCOMES	
Forgive and experience forgiveness	Begin to understand the importance of feelings and emotion
Begin to understand the importance of the Church as the family of God	Develop a sense of respect and love for self and others
Begin to understand the concept of sin	Explore the meaning of symbols and gestures
Begin to understand the experiences of sorrow, forgiveness, and conversion	Begin to develop a conscience
TEACHING PRACTICES	
- Provide opportunities for the reception of sacraments - Read stories and discuss moral outcomes and consequences - Use art, music, and song - Model positive, trusting, loving behavior - Provide aesthetic environment to enhance religious education (e.g. prayer corner and bulletin boards) - Read Bible stories - Discuss age-appropriate issues that concern the faith - Participate in Eucharistic celebrations, sacraments, and prayer services - Allow students to read at prayer services or children's Masses	

EMOTIONAL OUTCOMES	
Enjoy the success of self and others	Develop a sense of independence
Begin to develop pride in work/accomplishments	Begin to develop self-confidence
Recognize authority	Begin to develop a respect for property
Form short-term relationships	Begin to settle differences in a group with minimal adult intervention
TEACHING PRACTICES	
- Have students set-up and put away group materials - Assign "helpers" for different classroom tasks	

SOCIAL OUTCOMES	
Acquire a sense of humor but may not understand sarcasm	Develop judgment of right versus wrong and fair versus unfair
Want to be liked and accepted by friends	Participate in cooperative play (games with rules)
Show more independence from parents and family	Seek affirmation from adults
Begin to set standards for their own behavior	Learn to make decisions with others

Learn greater self-control	Develop coping skills to deal with disappointment and loss effectively
TEACHING PRACTICES	

- Establish classroom routines
- Model appropriate behaviors
- Use positive reinforcement
- Use songs and stories
- Provide opportunities to choose and make decisions
- Use videos and digital resources
- Establish classroom rules and routines
- Discuss global cultural differences, customs, and holidays
- Consistently reinforce routines and activities
- Give your students games, such as Chutes and Ladders, that require cooperation
- Give rational reasons for winning and losing
- Explain how to accept disappointments and triumphs

GROSS MOTOR OUTCOMES	
Play hopscotch or jump rope	Walk purposefully up and down stairs
Catch a small ball with one hand	Refine coordination of large and small muscles
Move in time to the beat or rhythm of music	Ride a two-wheel bicycle
Have better balance and coordination	Exhibit the skills of climbing, running, skipping, hopping and tumbling
Refine hand-eye coordination	
TEACHING PRACTICES	

- Provide music, dance, and song
- Plan activities with opportunities to practice and demonstrate motor skills

FINE MOTOR OUTCOMES	
Make letters smaller and well-spaced	Aware of right and left
Draw pictures that are recognizable	Color inside the lines well
Cut out art projects, staying on the lines	By 7 years, keep printing neatly within the lines
Use one hand consistently for fine motor tasks	
TEACHING PRACTICES	

- Execute art activities to promote appropriate outcomes as listed
- Model skill and provide exemplars
- Require assignments to be completed on lined paper

AUDITORY OUTCOMES	
Follow multiple-step directions	Recognize qualities of sound
Identify everyday sounds	Begin to engage in conversation
Understand conversation of other peers	Understand more complex grammar
TEACHING PRACTICES	

- Group/choral recitation
- Repetition
- Teach harmony
- Sing in rounds

VISUAL OUTCOMES	
Maintain clear vision as the distance from objects changes	Keep the eyes on target when looking from one object to another
Coordinate and use both eyes together when moving eyes along a printed page	Judge distances and see depth
Use visual information to monitor and direct the hands when drawing or pitching	Organize pictures on a printed page into letters, words, and ideas
Understand and remember what is read	
TEACHING PRACTICES	

- Summarize a paragraph or story that has been read
- Act out/pantomime a scene from a story that has been read

LINGUISTIC OUTCOMES	
Learn to take turns when speaking	Make contributions to a teacher-led small group discussions
Point out some basic similarities and differences	Name and explain basic function of everyday items
Participate verbally in a conversation	Use the concept of opposites
Verbalize spatial relationships	Use verb tenses (simple) correctly
Use correct pronouns when telling a story and understand connection to antecedent	Understand the concept of today, tomorrow, and yesterday
Know full name, age, phone number, and address	Begin to understand figurative language
Classify objects into different categories	Answer who, what, when, where, why questions
TEACHING PRACTICES	

- Categorize and provide rationale for choices
- Provide oral reading opportunities
- Introduce and model conversational skills
- Teacher-led discussion questions for small groups
- Stage a play based on a story

TECHNOLOGICAL OUTCOMES	
Recognize and name various parts and functions of a computer or device	Recognize and name important function keys on a computer
Develop a respect for proper use of the computer or device	Use age-appropriate software and applications
Send documents to a printer and print	Load and execute software with a mouse, keyboard, or a USB drive
Introduce guided research	Use search engines
Virtually communicate with others outside of the classroom	Create and share paperless projects
Find ways to solve problems using technology	Use digital resources to make global connections
TEACHING PRACTICES	
- Model respectful use of technology - Use age-appropriate, interactive activities - Consult strategies and practices that are provided in the Informational Technology Curriculum Guidelines	

Ages 8 – 9

EVANGELIZATION & CATECHETICAL OUTCOMES	
Understand God through the senses	Connect to the Liturgy through more active participation
Enjoy opportunities to share personal stories of God's love in the world	Understand the concept of fairness/justice
Understand right and wrong and how actions can affect others	Continue to develop a conscience
Develop a sense of empathy	Understand the importance of exercising free will responsibly
Develop a desire to help others through service and sacrifice	See connections between Scripture and religious practices
Increase reverence and prayerfulness	Realize the importance of praying for others
TEACHING PRACTICES	
- Allow students to read at prayer services or children's Masses when possible - Provide opportunities for the reception of sacraments - Read stories and discuss moral outcomes and consequences - Use art, music, and song - Model positive, trusting, loving behavior - Provide aesthetic environment to enhance religious education (e.g. prayer corner and bulletin boards) - Read Bible stories - Provide opportunities for participation in community service - Discuss faith issues at an age-appropriate level - Participate in Eucharistic celebrations, sacraments, and prayer services	

EMOTIONAL OUTCOMES	
Begin to recognize and acknowledge personal strengths and weaknesses	Empathize with other people and accept the idea that some people are in greater need of help
Begin to form a balanced image of self	Begin to develop own point of view
Know that bullying can have a negative effect on social, emotional, and physical well-being	Continue to develop more self-control
Experience confidence in making a decision	Show an interest in taking on more responsibilities and new challenges
TEACHING PRACTICES	
Encourage collaboration by providing activities that foster discussion and opportunities to showcase self-awareness and emotional growth	

SOCIAL OUTCOMES	
Begin to develop an understanding of other's points of view	Begin to show interest beyond familial relationships
Transition independently using time between scheduled activities constructively and creatively	Develop stronger and more complex friendships through shared experiences, mutual trust, and negotiated differences
Become aware of differing family structures	Engage successfully in rule-regulated games
Understand that actions have consequences	Participate in brainstorming and other group processes for problem-solving
Practice good sportsmanship	Begin to develop strategies to manage peer pressure
Develop coping skills to deal with disappointment and loss effectively	Negotiate effectively
Be able to recognize bullying behavior and notify an adult	Groom self with no help
TEACHING PRACTICES	
- Model appropriate behaviors - Use positive reinforcement - Establish classroom rules and routines - Discuss global cultural differences, customs, and holidays - Consistently reinforce routines and activities - Encourage collaboration by providing activities that foster discussion and opportunities to showcase self-awareness and emotional growth - Give rational reasons for winning and losing - Explain how to accept disappointments and triumphs	

GROSS MOTOR OUTCOMES	
Participate in activities for an extended time period	Play group games, follow rules, and cooperate as a team member
Develop hand-eye coordination	Increase in balance and coordination
Enjoy active play	
TEACHING PRACTICES	
- Provide opportunities for demonstrating skills - Encourage skills that require more attention and endurance	

FINE MOTOR OUTCOMES	
Build complex models with realistic detail using small figures and art materials	Manipulate scissors with precision and control
Hold pencil correctly (thumb and forefinger grip and pencil rests on middle finger)	Weave or braid to create a design
Print and write with control	Use small tools for detail work
Execute cursive writing strokes and	Assemble puzzles of more than 100

develop an ability to write in cursive	pieces
Copy and draw with control and precision	Use art materials appropriately

TEACHING PRACTICES
• Create models or dioramas • Create mosaics from cut construction paper • Practice and assess handwriting skills

AUDITORY OUTCOMES	
Listen without interrupting	Recall familiar rhymes and then finish a predictable rhyme
Repeat heard sound patterns	Identify familiar sounds and then recognize differences in sounds
Indicate a need for clarification or repetition of verbal information	Respond to verbal cues and recognize verbal nuances

TEACHING PRACTICES
• Read stories and ask questions • Model polite correction • Use verbal cues • Provide opportunities for active listening

VISUAL OUTCOMES	
Understand the process of reading	Learn to scan
Copy from a source (e.g., board or book)	Track text (visually) during reading
Improve comprehension skills using images	Recognize important images/universal symbols

TEACHING PRACTICES
• Use story boards • Provide reading opportunities (silent/oral) • Use digital boards • Teach visualization • Illustrate events from a story

LINGUISTIC OUTCOMES	
Read with a goal of sharing information	Use higher level speech patterns
Begin to understand and use idioms, jokes, and puns	Read frequently and enjoy books.
Display a widening vocabulary	Initiate conversation
Negotiate effectively	Share ideas, interests, and opinions
Ask relevant questions	

TEACHING PRACTICES
• Stage a Show and Tell presentation

- Share a written piece
- Do a skit/commercial to sell or promote something
- Write a "class story"
- Develop a Mad Libs-type exercise

TECHNOLOGICAL OUTCOMES	
Recognize and name various parts and functions of a computer or device	Recognize and name important function keys on a computer
Develop a respect for proper use of the computer or device	Use age-appropriate software and applications
Send documents to a printer and print	Load and execute software with a mouse, keyboard, or a USB drive
Introduce guided research	Use search engines
Virtually communicate with others outside of the classroom	Create and share paperless projects
Find ways to solve problems using technology	Use digital resources to make global connections
Recognize and name various parts of a computer or device	Recognize and name important function keys on a computer
TEACHING PRACTICES	

- Model respectful use of technology
- Use age-appropriate, interactive activities
- Consult strategies and practices that are provided in the Informational Technology Curriculum Guidelines

APPENDIX A
REFERENCE MATERIALS

Academic References

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Wasserman, S. (2000). *Serious players in the primary classroom: Empowering children through active learning experiences (2nd ed.)*. New York: Teachers College Press.

Wilson, C. (2000). *Telling a different story: Teaching and literacy in an urban preschool.* New York, NY: Teachers College Press.

Wolfe, P. (2001). *Brain matters: Translating research into classroom practice.* Alexandria, VA: ASCD.

Books and Songs about Relationships

24 Christmas Stories for Little Ones by Ignatius/Magnificat
The Great Adventure Storybook: A Walk through the Catholic Bible by Emily Cavins,
Lisa Bromschwig, Regina Neville, and Linda Wandrel
My Day with Jesus by St. Joseph Sparkle Books
My First Catechism: The Catholic Faith for Little Ones by Ignatius/Magnificat
St. Joseph Picture Books
Bye Bye Time by Elizabeth Verdick
The Kissing Hand by Audrey Penn
Papa Do You Love Me? by Barbara M Joosse & Barbara Lavallee
Feast for 10 by Cathryn Falwell
My Friend Rabbit by Eric Rohmann
Gossie and Gertie by Olivier Dunrea
My Friends by Taro Gom
My Friend and I by Lisa Jahn-Clough
Shelia Rae's Peppermint Stick by Kevin Henkes
My Friends by Taro Gom
The Feelings Book by Todd Parr
My Many Colored Days Board Book by Dr. Seuss
The Way I Feel by Janan Cain
My Mommy Comes Back, Baby Songs CD by Hap Palmer
Will I Have a Friend? by Miriam Cohen
Koala Lou by Mem Fox
The Hug Rug by Audrey Penn
I Will Always Love You by Robert Munsch and Shelia McGraw
When I Miss You by Cornelia Maude Spelman
Share-Take-Turns-Learning to Get Along by Cheri J. Miners M.Ed.
Llama, Llama Time to Share by Anna Dewdney
Grumpy Gloria by Anna Dewdney
Page Bully by Laura Vaccaro Seeger
Good News Bad News by Jeff Mack
Chicken, Pig, Cow and the Class Pet by Ruth Ohi
What Pet to Get by Emma Dodd

APPENDIX B
ORGANIZATIONS & AGENCIES

The American Academy of Pediatrics
141 Northwest Point Boulevard
Elk Grove Village, IL 60007-1098
http://www.aap.org/default.htm

Association Montessori
Internationale Koninginneweg 161
1075 CN Amsterdam The Netherlands
http://www.montessori-ami.org

The Center for the Child Care Workforce
555 New Jersey Ave NW
Washington, DC 20001
http://www.aft.org/node/10415

McCormick Center for Early Childhood Leadership
6200 Capitol Drive
Wheeling, IL 60090
http://mccormickcenter.nl.edu/

Child Care Bureau
U.S. Department of Health and Human Services
The Administration for Children and Families Regional Office
26 Federal Plaza, Room 4114
New York, NY 10278
http://www.acf.hhs.gov/programs/ccb/

Children's Defense Fund
25 E Street, NW
Washington, DC 20001
http://www.childrensdefense.org/

Children's Resources International, Inc.
5039 Connecticut Avenue, NW
Suite One
Washington, DC 20008
http://greatnonprofits.org/org/childrens-resources-international-inc

New Jersey Department of Education
Division of Early Childhood Education
P.O. Box 500
Trenton, NJ 08625-0500
http://www.state.nj.us/njded/ece/

The Future of Children
The David and Lucile Packard Foundation
300 Second Street, Suite 200
Los Altos, CA 94022
http://www.futureofchildren.org

Generations United
122 C Street, NW Suite 820
Washington, DC 20001
http://www.gu.org/

National Association for the Education of Young Children
1313 L Street, NW,
Suite 500
Washington, DC 20005
http://www.naeyc.org

National Association for Family Child Care
5202 Pinemont Drive
Salt Lake City, UT 84123
http://www.nafcc.org/

National Center for Early Development and Learning
University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-8185
http://fpg.unc.edu/node/4649

The National Child Care Information Center
9300 Lee Highway
Fairfax, VA 22031-1207
http://www.icfi.com/insights/projects/families-and-communities/national-child-care-information-center

National Head Start Association
1651 Prince Street
Alexandria, VA 22314
http://www.nhsa.org/

National Institute for Early Childhood Research
Rutgers, The State University of New Jersey
73 Easton Avenue
New Brunswick, New Jersey 08901-1879
http://nieer.org/

Child & Family Resources
11 Howard Blvd. Suite 104
Mount Arlington, NJ 07856
http://www.childandfamily-nj.org/showpage.asp?id=29

New Jersey Department of Education
100 River View Plaza
P.O. Box 500
Trenton, NJ 08625-0500
http://www.state.nj.us/education/

U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-0498
http://www.ed.gov/

Urban Institute
2100 M Street, N.W.
Washington, DC 20037
http://www.urban.org/

U.S. Department of Health and Human Services
200 Independence Avenue, S.W.
Washington, DC 20201
http://www.hhs.gov/

APPENDIX C
Digital Applications

Literacy

Phonics Tic Tac Toe	Sight Words for Reading HD
Word Warp	Gopher Finding Sight Words
Third Grade Skills	Ace Writer: Dolch Sight Words
Phonics Genius	Sight Words: Kids Learn
Letter Quiz	Beginning Sounds: Sound Sorter
Sight Words by Little Speller	Spelling Bus

Mathematics

Monkey Math	Math Duel
Math Tutor	Sushi Monster
Rocket Math	Splash Math
Math Ninja	

Assorted

Ego Board	iCell Hudson Alpha
Leafsnap	Peterson Feeder Birds of North America
America Life	Friendly Shapes
Socrative	Today's Document
iPainting	Digi Drummer HD
Drum Kit	Duet Piano
Shiny Drum	Vocre (Spanish)

Websites

Literacy

www.starfall.com
www.guest.portaportal.com/firstread
www.teachyourmonstertoread.com

www.spellingcity.com
www.carlscorner.us.com/
http://resources.woodlands-junior.kent.sch.uk/interactive/literacy2.htm

Mathematics

www.xpgames.com
www.mathfactscafe.com
www.fun4thebrain.com
www.kidsmathgamesonline.com
www.youtube.com (PBS Math Club)

www.coolmathgames.com
www.mathplayground.com
www.gameclassroom.com
http://mathbydesign.thinkport.org
www.xtramath.com

Special Needs

Assistive Technology
Able Net:
www.ablenetinc.com

The Adaptive Child:
www.adaptivechild.com

DragonFly:
www.dragonflytoys.com

Child Care and the ADA (Americans with Disabilities Act)

www.ada.gov/childq&a.htm

www.acgov.org/childcare/documents/top8questions.pdf

Disability-Related Information

National Dissemination Center for Children with Disabilities:
www.nichcy.org/Pages/Home.aspx

National Early Childhood Technical Assistance Center (NECTAC):
www.nectac.org/default.asp

Inclusion and Teaching Strategies

Categories	Apps
Apps for Dyslexic Learners	• **SoundLiteracy** • **What Is Dyslexia** • **Dyslexia Quest** • **Happy Math Multiplication Rhymes** • **Read 2 Me** • **Phonics with Phonograms** • **Dyseggxia** • **DD''s Dictionary: A Dyslexic Dictionary**
Apps for Autistic Learners	• **Sight Words** • **Sequences for Autism** • **See.Touch.Learn** • **Words on Wheels** • **Verbal Me** • **Autism iHelp** • **Autism/DDT Shapes** • **Autism DDT Letters** • **Speech with Milo**
Apps for The Visually Impaired	• **ViA** • **Dragon Dictation** • **Light Detector** • **Color ID** • **TapTapSee** • **Be My Eyes- Helping Blind See** • **Talking Calculator** • **SayText** • **AccessNote** • **Visual Brailler**
Apps for Learners with Writing Difficulties	• **The Writing Machine** • **iWrite Words** • **Letter School** • **Alpha Writer** • **ABC Pocket Phonics** • **Word Magic**

Center on the Social Emotional Foundations for Early Learning:
www.vanderbilt.edu/csefel/wwb.html

Circle of Inclusion:
www.circleofinclusion.org

Also available: Preschool Inclusion Manual. PDF at
www.circleofinclusion.org/english/pim/manual.pdf

Council for Exceptional Children, Division for Early Childhood:
www.dec-sped.org

Frank Porter Graham Child Development Institute, University of North Carolina:
www.fpg.unc.edu

Also available: An Administrator's Guide to Preschool Inclusion:
www.fpg.unc.edu/~publicationsoffice/pdfs/AdmGuide.pdf

New Horizons for Learning:
www.newhorizons.org

Play Resources

AblePlay:
www.ableplay.org

Special Needs Toys
http://www.specialneedstoys.com/usa/?gclid=CKX-7Lyamc0CFQIOaQod96sO1w

Toys for Kids with Disabilities:
www.disabilityresources.org/TOYS.html

Toys and Playtime Time Tips for Children with Special Needs:
www.fisher-price.com/us/special_need

Assorted

www.abcya.com   www.turtlediary.com
www.sheppardsoftware.com/index.html   www.pbskids.org/whiteboard/
www.gynzy.com   http://studyjams.scholastic.com/studyjams/
www.arcademics.com   http://www.educationoasis.com/
www.fun4thebrain.com   www.youtube.com
www.learnzillion.com   http://www.readingkingdom.com/
www.scootpad.com   www.edutopia.org
www.teacherspayteachers.com   www.smartbrief.com
www.scholastic.com   www.livestrong.com
www.mothergoosetime.com   www.parents.com
www.earlychildhoodnews.com   www.prekinders.com

The Diocese of Trenton Extranet

The Extranet is a resource that is provided to the teachers in the Diocese of Trenton. On the site, there are announcements for professional development opportunities, articles, and links to videos and other digital materials.

In order to access the Teacher Educational Information page of the Extranet, please go to the following link.

http://extranet.dioceseoftrenton.org/tei

The Username is: dotteacher
The Password is: T$a@hd0T

Passwords are case sensitive, so you must be sure that you use correct characters as above. For example, that's a **zero** and **not** the letter O.