

# Early Childhood Curriculum

The Catholic Diocese of Spokane  
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Thank you to all the members of the Diocesan School  
Early Childhood Curriculum Committee for al their  
work in formulating this Curriculum.

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## PURPOSE

The following Early Childhood Curriculum guidelines have been developed to assist teachers and administrators in the Diocese of Spokane. It is the expectation that these guidelines will be used to localize the Early Childhood Curriculum (pre-school 3-4 and pre-k 4-5) in each school. The Washington State Early Learning and Development Benchmarks have been referenced with a corresponding number. Strategy suggestions for the Benchmarks can be found in this state document.

## PHILOSOPHY

The Diocese of Spokane cultivates an awareness and respect for God's creation based on a Catholic foundation where students learn to become moral, ethical, and responsible members of society in a Christ-like setting.

Acknowledging parents as primary educators, the schools of the Diocese of Spokane provide an environment that nurtures the whole child, recognizing each child as an individual. Through Catholic-based beliefs and teachings, the schools provide a safe and developmentally appropriate environment that enhances learning.

## GOALS

In accordance with the above philosophy, each child will...

- Understand that each person has unique God-given talents
- Engage in appropriate activities and play which fosters a safe and respectful environment
- Develop self-confidence and self-discipline
- Develop spiritually, socially, physically, and intellectually in accordance with each child's unique ability to learn
- Engage in developmentally appropriate activities and play

# RELIGION/SPIRITUALITY

## **The child will:**

- Understand God made all things
- Recognize every person is a unique and special child of God
- Understand God loves everyone
- Understand Jesus loves them
- Recognize Mary as the mother of Jesus
- Identify that all good things are gifts of God
- Recognize that individual differences among people are God-given
- Recognize their responsibility to care for all God's creatures
- Recognize the importance of being of service to others
- Recognize that they can pray in their own way whenever they like
- Identify morning, evening and meals as special times to pray each day
- Experience prayer in a variety of forms
- Develop awareness that Advent and Lent are special times of the year
- Demonstrate an awareness of the importance of positive role models (Saints, holy people, etc.)
- Recognize that the Bible is a special book about God's love for them
- Recognize that God's love is shared through Bible stories
- Fold hands in prayer
- Recite and demonstrate the Sign of the Cross
- Participate in prayer, liturgical and sacramental celebrations
- Demonstrate familiarity with Bible stories
- Demonstrate respect for life
- Discuss the feelings people have when they experience a loss
- Practice using prayer and reflection in handling conflicts

## **Personal Safety**

- Practice good hygiene
- Evaluate behavior as appropriate/inappropriate, safe/dangerous
- Recognize when to speak for oneself
- Identify family safety rules and procedures (e.g. stranger, traffic, fire and guns)
- Identify healthy choices that promote well-being
- Explain universal precautions in regards to bodily fluids
- Recognize their emotions and the emotions of others
- Understand that they are responsible for their non-verbal communication, as well as their oral language
- Identify the qualities necessary to build good relationships
- Practice different ways of resolving conflict
- Explain reasons for having and following rules and regulations
- Show appropriate responsibility toward all materials used
- Distinguish between reporting and tattling

## **Touch and Abuse**

- Describe the differences between safe/ unsafe, good/bad and confusing touches
- Know when to say “No”
- Identify to whom to go for help

# SOCIAL EMOTIONAL

\* recommended for Pre-K (4-5 year olds)

**Domain 2**

**The child will...**

**Goal 11-15**

## **Interactions**

- Initiate interaction and play
- Respond appropriately to verbal greetings
- Separate from significant adults with ease
- Approach adult for assistance and offer to assist adult
- Interact with adults respectfully and appropriately
- Respond positively to guidance
- Follow guidelines for appropriate behavior in different environments
- Seek emotional support from caregivers
- Demonstrate understanding of when to bring issues to adults attention\*
- Play side-by-side with another child
- Initiate social interaction with peers
- Make and maintain a friendship with at least one other child
- Take turns during play with peers
- Interact by cooperating, helping, sharing, and suggesting new ideas for play
- Use multiple strategies to resolve conflicts\*
- Use and accept compromise
- Demonstrate an understanding of others' intentions or motives\*

## **Adaptive Social Behavior**

**Goal 16-20**

- Learn consequences of a specific behavior
- Show empathy for others
- Describe how own actions make others feel and behave\*
- Participate in loosely structured group games
- Make smooth transitions from one activity/setting to the next during the day
- Recognize their emotions and emotions of others
- Understand that different individuals have different gifts and talents
- Examine a situation from another's perspective\*

## **Self-Concept**

**Goal 21-22**

- Refer to self by first and last name
- Describe family members and begin to understand their relationship to one another
- Request quiet time and space
- Accept responsibility of tasks and follow through to completion
- Make choices
- Advocate for self
- Identify own skills and abilities \*

## **Self-Efficacy**

**Goal 23**

- Take on new tasks and improve skills with practice\*

## **Self-Control**

**Goal 24-25**

- Anticipate and follow simple rules and routines
- Anticipate consequences for actions
- Make choices based on desired consequence
- Recognize they are responsible for their choices
- Predict what comes next in the day and prepare for scheduled activities
- Apply rules in new but similar situations\*
- Show respect and courtesy for those in authority
- Show respect and courtesy for others
- Calm self after having strong emotion
- Express ownership of feeling and desire to control
- Seek peaceful resolution to conflict\*
- Modify behavior and expression of emotions for different situations\*

## **Emotional Expression**

**Goal 26**

- Identify, express, and accept responsibility for their own emotions and feelings
- Associate emotions with words and facial expressions
- Modify behavior and expression of emotions for different situations\*



# LITERACY

## Reading, Writing, Communication

\* recommended for Pre-K (4-5 year olds)

**Domain 5**

### Communication

#### The child will...

##### Receptive vocabulary

**Goal 58**

- Recognize some people, objects, and actions by name
- Respond appropriately to a request\*
- Understand words without necessarily being able to use them \*
- Demonstrate understanding of an increasing number of technical and specialized words (illustrator or author)\*

##### Expressive vocabulary

**Goal 59-60**

- Use new vocabulary in everyday experiences
- Be able to use positional language (e.g. above, below, behind, in front, etc.)
- Use adjectives in speech (“red ball”)
- Use new vocabulary in spontaneous speech\*
- Ask the meaning of unfamiliar words, then experiment with using them\*
- Use words to further describe \*
- Use words to express emotions\*
- Define words relevant to their experiences \*
- Speak in complete sentences
- Use adjective in phrases to describe people, places and, events\*
- Describe a task, project, and or event sequentially \*
- Ask questions for information/clarification\*

- Begin to use verb tense appropriately with regular verbs \*

### **Comprehension and meaning and language**

### **Goal 61**

- Answer questions that demonstrate knowledge of events or phenomena
- Ask questions to clarify
- Retell simple stories in sequence
- Follow directions that involve a 2-3 step sequence of actions
- Extend/expand the thought or idea expressed by another\*

### **Expressive oral language**

### **Goal 62**

- Recount an event with some detail
- Tell a short make-believe story \*
- Use oral language to communicate a message\*
- Participate in conversations about a variety of topics\*
- Tell stories with descriptions of characters and events
- Use oral language to express emotions and thoughts

### **Listening**

### **Goal 63**

- Listen to short and simple stories
- Listen to others in a group discussion \*
- Gain information through listening\*
- Listen to book reading/story telling \*
- Notice different tones and cadences\*

### **Oral and written communication**

### **Goal 64**

- Dictate a story
- Narrate original story
- Communicate a message or an idea in oral, pictorial, and written form
- Speak clearly enough to be understood \*

- Initiate conversation by making statements or asking questions\*
- Understand the concept of writing to communicate information or message\*
- Draw pictures with objects and people to communicate an idea or event\*

### **Social communication**

### **Goal 65**

- Attend to speaker
- Begin to demonstrate turn taking in conversation
- Make a formal request or response
- Follow non-verbal directions
- Take turns during group conversations\*
- Begin to demonstrate understanding of non-verbal cues\*
- Use language appropriately with different audiences\*
- Adjust intonation and volume in a variety of settings\*

## **Reading**

### **Phonological awareness**

### **Goal 66**

- Match picture with articulated initial letter sound\*
- Begin to find objects in a picture with the same beginning sound \*
- Identify initial sound of words\*
- Identify ending sounds of words
- Recognize words that rhyme
- Generate words that rhyme
- When given a word, create a word that rhymes\*

### **Alphabetical principle**

### **Goal 67**

- Recite all letters of the alphabet\*
- Identify letters of the alphabet\*

- Associate the names of letters with their symbol\*
- Demonstrate understanding that letters are a symbol and have a name and sound\*
- Show understanding that letters make up words\*
- Recognize the difference between letters and numerals\*
- Identify letters in first name\*
- Read own first name and those of some peers\*
- Distinguish between a letter and a word\*
- Demonstrate one to one correspondence between spoken and written words\*

### **Concepts about print**

### **Goal 68**

- Hold a book correctly
- Know the first and last page of a book
- Identify some individual letters in text
- Begin to understand that print represents words (e.g. pretends to read text)
- Identify words that look similar and different \*
- Begin to understand that print progresses from left to right and top to bottom\*
- Recognize some signs and symbols in the environment\*
- Read environmental print
- Point to the title of a book\*
- Know that print conveys meaning\*
- Know the difference between printed letters and drawings\*

### **Comprehension**

### **Goal 69**

- Recite familiar words in a book when read to
- Begin to recall parts of a previously heard story
- Begin to follow the sequence of events in an narrated story
- Recall specific characters or actions from stories

- Predict what comes next in known stories, with assistance
- Tell stories with descriptions of characters and events
- Pretend to read a familiar book
- Begin to identify cause and effect in stories
- Identify major characters in a story\*
- Compare stories with real life\*
- Begin to distinguish between fiction and nonfiction\*
- Recall a story with some level of detail pertaining to the characters and setting\*
- Use comprehension strategies to understand printed material\*

**Goal 70**

- Identify a variety of printed materials
- Use picture clues for information\*
- Use printed materials to follow directions with assistance (e.g. Cookbook, map)\*

**Goal 71**

- Look through books and other printed material as though reading
- Share and talk about books with peers\*

## **Writing**

**Goal 72-74**

- Draw horizontal and vertical lines
- Label pictures
- Know the difference between printed letters and drawings\*
- Attempt to copy one or more letters of the alphabet\*
- Work at writing own name\*
- Begin to write some upper case and lower case letters and numbers\*
- Begin to write first names of others or some simple words\*
- Use a variety of writing tools
- Adjust paper position when writing\*

- Adjust grasp to size of writing tool\*
- Recognize that writing is used for a variety of purposes
- Use invented spelling while writing \*

# MATHEMATICS

\*recommended for Pre-K (4-5 year olds)

**Domain 4**

## **The child will...**

### **Number Sense & Operations**

**Goal 38**

- Count to at least 10 from memory
- Count using one-to-one correspondence
- Understand that numbers represent quantity
- Understand that the last number counted represents the total quantity of objects\*
- Recognize and write numbers 1-10\*
- Use ordinal numbers (first, second, third, etc.) \*
- Apply numbers and counting concepts to daily life\*
- Begin to use and understand language pertaining to fractions (whole and half) through the use of daily life experiences and physical materials\*
- Count to at least 20 from memory \*

### **Measurement**

**Goal 39**

- Estimate size (e.g. “I’m as tall as the yellow bookcase”)
- Use non standard language of measurement
- Compare weights or objects by identifying which is heavier/lighter
- Use comparative language when comparing objects (longer and shorter and more or less)\*

### **Shapes & Patterns**

**Goal 40 & 41**

- Identify and name basic shapes and colors
- Create, build, and draw shapes
- Order shapes from smallest to largest

- Trace and describe geometric shapes
- Draw basic geometric shapes\*
- Complete a simple pattern
- Recognize patterns in the environment
- Create a simple pattern with a variety of materials\*
- Sort objects by one characteristic
- Classify everyday objects that go together. (e.g. bolts to nuts, jars to lids)
- Describe how and why objects are arranged by attributes\*



# SCIENCE

\* recommended for Pre-K (4-5 year olds)

**Domain 4**

## **The child will...**

### **Scientific Thinking**

**Goal 42**

- Ask questions and find answers through active exploration
- Draw pictures or orally explain objects, events, or processes
- Make predictions and develop generalizations based on past or learned experiences
- Use vocabulary that shows recognition of scientific principles to explain why things happen
- Use tools to explore the environment (thermometer, magnifying glass, etc.)

### **Life Science**

**Goal 44**

- Identify things as living or non-living based on their characteristics
- Describe characteristics of plants, animals, and people
- Notice similarities, differences, and characteristics of plants, animals and people
- Demonstrate understanding of changes in the appearance, behavior, and habitats of living things
- Describe basic needs of plants, animals, and people\*
- Describe the life cycle of plants, animals, and people\*
- Describe the relationships between plants, animals, people, and the environment\*
- Define and show examples of the five senses
- Recognize basic body parts and their functions

### **Physical Science**

**Goal 45**

- Recognize and describe the states of matter (solid, liquid, gas)
- Identify whether objects sink or float
- Identify whether objects are attracted to magnets

## **Earth Science**

- Investigate properties of rocks, dirt, and water
- Identify and distinguish between landscapes\*
- Identify the seasons and their characteristics
- Show an emerging ability to “read” the weather
- Identify changes in the sky
- Identify how the weather affects daily activities

# SOCIAL STUDIES

\*recommended for Pre-K (4-5 year olds)

**Domain 4**

## **The child will...**

### **History**

**Goal 46**

- Connect new experiences to past experience
- Uses time related words and concepts (yesterday, today, tomorrow)
- Begin to use the vocabulary for days of the week and names of the months\*
- Begin to understand that people in the past lived differently that people do today\*
- Recognize that other children have different past experiences from own\*

### **Geography**

**Goal 47-48**

- Use words to indicate directions, position, and size (next to, below, above, beside)
- Experiment with geography tools (e.g. map, globes, compass)
- Know important personal information (name, street, city, town)
- Recognize familiar buildings
- Understand that there are different places that people live\*

### **Economics**

**Goal 49**

- Recognize the difference between wants and needs
- Experiment with professional role (firefighter, doctor, police)
- Recognize that different people have different roles and jobs in the a community
- Identify some types of jobs and some of the tools used to perform those job\*

### **Ecology**

**Goal 50**

- Help with class routine to keep the classroom clean
- Discards trash in appropriate receptacle
- Help to sort cans, bottles and paper into proper recycle containers
- Recognize how people can take care of or damage the earth

## **Family**

### **Goal 52**

- Describe family members and begin to understand relationships to one another
- Identify self as a member of a specific family and cultural group
- Recognize other children have different family compositions than own\*

## **Community**

### **Goal 53-54**

- Recognize that people have different communities (e.g. family, neighborhood, school, faith-based community, job)
- Help to make rules for free choice play
- Show awareness of group rules
- Follow rules while playing games and remind others of the rules
- Invite other children to join groups or activities
- Participate in democratic group processes as a way of making choices
- Demonstrate awareness for the reason for rules and laws
- Exhibit personal responsibility in the context of self-help skills and duties/roles that benefit the family or class

## **Culture**

### **Goal 55**

- Share knowledge of basic concepts of own heritage and background
- Acknowledge similarities and difference in other people
- Demonstrate respect for similarities and differences
- Demonstrate understanding of other children's cultures through conversations, dramatic play, interactions, and items from home
- Develop an understanding of familiar cultural or religious holidays

# PHYSICAL & MOTOR DEVELOPMENT AND WELL-BEING

\* recommended for Pre-K (4-5 year olds)

## Domain 1

### Motor Development

#### The child will...

#### Gross Motor Skills

#### Goal 1-3

- Participate in activities that promote strength and coordination of large muscles
- Throw a large ball with two hands
- Catch large ball with two hands
- Kick ball
- Hop on one foot without losing balance
- Jump on two feet and over small objects with balance and control
- Gallop
- Hop first on one foot, then the other
- Maintain balance while bending, twisting, or stretching
- Move body into position to catch a ball\*
- Kick large ball to a given point \*
- Skip\*
- Throw a ball
- Have the ability to push/pull objects

#### Fine Motor Skills

#### Goal 2 & 3

- Participate in activities that develop strength and coordination of small muscles
- Use scissors with one hand
- Fasten large buttons and snaps

- Use zippers
- Complete puzzles
- Remove and replace easy-to-open container lids
- Fold paper
- Cut a piece of paper on a straight line or on a curve\*
- Use designated boundaries when writing, drawing, coloring\*
- Practice pouring from one container to another

### **Daily Living Skills**

**Goal 6, 7**

- Demonstrate personal health and hygiene skills
  - ◆ Use tissue to wipe own nose
  - ◆ Wash and dry hands
  - ◆ Cover mouth when coughing

### **Nutrition**

**Goal 8**

- Recognize foods from different food groups
- Demonstrate knowledge of and make nutritious food choices

# CREATIVE ARTS

\* recommended for Pre-K (4-5 year olds)

**Domain 4**

**The child will...**

**Goal 56-57**

- Sing words to familiar song
- Use simple instruments to create rhythm, beat, and patterns
- Complete art projects as planned
- Move to the rhythm of music
- Describe own art work and the art work of others