

NPHX Preschool

School Wide Expected Student Outcomes

**Domain: Social-Emotional Development**

Strand /Concept	Outcome	Three's	Four's
		<b>Objective: By the end of the school year, the students will be able to...</b>	
1. Self <ul style="list-style-type: none"> <li>Self-Awareness</li> </ul>	<p>The child demonstrates an awareness of his or her self.</p> <p>Children develop a sense of personal identity as they begin to recognize the characteristics that make them unique as individuals and to build self-esteem.</p>	<p>Demonstrates self-confidence.</p> <p>Makes personal preferences known to others.</p> <p>Demonstrates knowledge of self-identity.</p> <p>Shows an awareness of similarities and differences between self and others.</p>	<p>Shows confidence in a range of abilities and in the capacity to accomplish tasks and take on new tasks.</p> <p>Identifies personal characteristics, preferences, thoughts, and feelings.</p> <p>Identifies personal and family structure</p> <p>Understands similarities and respects differences among people.</p>
1. Self <ul style="list-style-type: none"> <li>Recognizes and Expresses Feelings</li> </ul>	<p>The child recognizes and expresses feelings of self and others.</p> <p>Children develop an awareness of the feelings of self and others through daily interactions with peers and adults. Children develop the ability to effectively and appropriately express themselves and learn that their feelings and feelings of others are important.</p>	<p>Associates emotions with words, facial expressions and body language.</p> <p>Identifies, describes and expresses their own feelings.</p> <p>Identifies and describes feelings of others.</p> <p>Expresses empathy for others.</p>	<p>Recognizes and labels emotions.</p> <p>Expresses a range of emotions appropriately such as excitement, happiness, sadness, and fear</p> <p>Recognizes and labels others' emotions</p> <p>Expresses empathy and sympathy to peers</p>
1. Self <ul style="list-style-type: none"> <li>Self-Regulation</li> </ul>	<p>The child manages the expression of feelings, thoughts, impulses and behaviors.</p> <p>Young children develop self-control as they acquire the ability to regulate their impulses with minimal support from adults. This enables children to function successfully and independently in both personal and social contexts.</p>	<p>Manages transitions, daily routines and unexpected events.</p> <p>Understands and follows expectations in the learning environment.</p> <p>Modifies behavior for various situations and settings</p> <p>Chooses appropriate words and actions.</p>	<p>Demonstrates age appropriate independence in a range of activities, routines, and tasks</p> <p>Shifts attention between tasks and moves through transitions with minimal direction from adults.</p> <p>Adapts to new environment with appropriate emotions and behaviors</p> <p>Refrains from disruptive, aggressive, angry, or defiant behaviors</p>
2. Relationships <ul style="list-style-type: none"> <li>Attachment</li> </ul>	<p>The child demonstrates the ability to engage in and maintain healthy relationships.</p> <p>Positive social relationships between adults and children develop in an environment where children feel safe and secure.</p>	<p>Expresses affection for familiar adults.</p> <p>Seeks security and support from familiar adults.</p> <p>Demonstrates the ability to engage with new adults or children with the support of familiar adults.</p> <p>Separates from familiar adult with minimal distress</p>	<p>Communicates with familiar adults and accepts or requests guidance</p> <p>Establishes secure relationships with adults.</p> <p>Uses socially appropriate behavior with peers and adults, such as helping, sharing, and taking turns.</p>

<p>2. Relationships</p> <ul style="list-style-type: none"> <li>• Social Interactions</li> </ul>	<p>The child displays socially competent behavior.</p> <p>Children’s interactions with peers and adults imply an understanding of mutual rights and the ability to balance their needs with those of others.</p>	<p>Responds when adults or other children initiate interactions</p> <p>Initiates and sustains positive interactions with adults and other children.</p>	<p>Cooperates with others.</p> <p>Develops friendships with peers.</p> <p>Resolves conflict with peers alone and/or with adult intervention as appropriate.</p>
<p>2. Relationships</p> <ul style="list-style-type: none"> <li>• Respect</li> </ul>	<p>The child acknowledges the rights and property of self and others.</p> <p>When children interact with others, they become aware of the limits and boundaries of acceptable behavior and begin to learn about the possible consequences of their actions. They learn to manage their behavior and develop appropriate social interactions with other children. Additionally, children thrive in environments when they have a sense of ownership.</p>	<p>Respects the rights and property of others.</p> <p>Defends own rights and the rights of others.</p> <p>Shows respect for learning materials in the learning environment.</p>	<p>Understands the reasons for rules in the home and classroom, and for laws in the community.</p> <p>Recognizes cause and effect relationships</p> <p>Helps, shares, and cooperates in a group.</p>

NPHX Preschool

School Wide Expected Student Outcomes

**Domain: Approaches to Learning**

Strand /Concept	Outcome	Threes	Four's
		<b>Objective: By the end of the school year, the students will be able to...</b>	
<p>1: Initiative and Curiosity</p> <ul style="list-style-type: none"> <li>Initiative</li> </ul>	<p>The child demonstrates self-direction while participating in a range of activities and routines.</p> <p>Initiative refers to a child's ability to exhibit a spirit of independence and sense of control over their choices. It also reflects the child's willingness to pursue social relationships and to demonstrate a growing sense of self-sufficiency and confidence while interacting with others.</p>	<p>Seeks interaction with others.</p> <p>Develops independence during activities, routines, and play.</p> <p>Exhibits adaptability, imagination, and inventiveness when attempting tasks and activities.</p>	<p>Joins in cooperative play with others and invites others to play</p> <p>Develops age-appropriate independence in a range of activities, routines, and tasks</p> <p>Demonstrates flexibility, imagination, and inventiveness in approaching tasks and activities.</p> <p>Demonstrates eagerness to learn about and discuss a range of topics, ideas, and tasks.</p>
<p>1: Initiative and Curiosity</p> <ul style="list-style-type: none"> <li>Curiosity</li> </ul>	<p>The child demonstrates eagerness to learn about and discuss a range of topics, ideas, and activities.</p> <p>Curiosity relates to children's natural tendencies as active learners to explore all aspects of the environment, from objects and people, to ideas and customs. It is through discovering the answers to their own questions that children construct knowledge.</p>	<p>Shows interest in learning new things and trying new experiences.</p> <p>Expresses interest in people</p> <p>Asks questions to get information.</p>	<p>Demonstrates eagerness to learn about and discuss a range of topics, ideas, and tasks.</p> <p>Develops friendships with peers.</p> <p>Asks questions and seeks new information.</p>
<p>2: Attentiveness (engagement) and persistence ☑</p> <ul style="list-style-type: none"> <li>Attentiveness</li> </ul>	<p>The child demonstrates the ability to focus on an activity with deliberate concentration despite distractions.</p> <p>Attentiveness refers to the child's ability to focus attention and concentrate. The child will sustain a plan sequence. This enhances academic learning, including language acquisition and problem solving, as well as social skills and cooperation.</p>	<p>Displays ability to hold attention when engaged in an activity.</p> <p>Sustains attention for extended periods of time when engaged in an age-appropriate activity despite distractions or interruptions</p> <p>Increases ability to focus attention, and can return to activities after distractions and interruptions.</p>	<p>Maintains interest in a project or activity until completed</p> <p>Resists distractions, maintains attention, and continues the task at hand through frustration or challenges.</p> <p>Shifts attention between tasks and moves through transitions with minimal direction from adults</p>

<p>2: Attentiveness (engagement) and persistence</p> <ul style="list-style-type: none"> <li>Persistence</li> </ul>	<p>The child demonstrates the ability to maintain and sustain a challenging task.</p> <p>Starting at a very young age, children develop an understanding of how to maintain and sustain a task. Children demonstrate persistence in their capacity to engage in what they are doing and to meet challenges appropriate to their level of development. Children stay longer in a center and engage in an activity with increasing regularity. The ability to persist in a task is an important element in learning.</p>	<p>Pursues challenges</p> <p>Copes with frustration or disappointment.</p> <p>Establishes goals, generates plans and follows through to completion</p>	<p>Maintains interest in a project or activity until completed</p> <p>Refrains from disruptive, aggressive, angry, or defiant behaviors.</p> <p>Copes with frustration or disappointment.</p> <p>Establishes goals, generates plans and follows through to completion</p>
<p>3: Confidence</p> <ul style="list-style-type: none"> <li>Confidence</li> </ul>	<p>The child demonstrates self-assurance in a variety of circumstances.</p> <p>Confident children feel positive about themselves and their ability to do things or to adapt to changing situations. A confident child is willing to take a reasonable risk, to express or defend ideas, to try new experiences, or to engage in challenging tasks.</p>	<p>Expresses opinions or ideas.</p> <p>Views self as competent and skilled</p> <p>Is willing to take risks and consider a variety of alternatives</p>	<p>Shows confidence in a range of abilities and in the capacity to accomplish tasks and take on new tasks.</p> <p>Demonstrates age appropriate independence in a range of activities, routines, and tasks.</p> <p>Views self as competent and skilled</p> <p>Is willing to take risks and consider a variety of alternatives</p>
<p>4: Creativity</p> <ul style="list-style-type: none"> <li>Creativity</li> </ul>	<p>The child demonstrates the ability to express their own unique way of seeing the world.</p> <p>Creativity can be expressed in many ways. We commonly think of this word in association with the expressive arts. However, creativity involves being able to cope with new situations and problems as well as to see things from a different perspective. A creative child extends and elaborates on ideas and appreciates humor.</p>	<p>Uses imagination to generate new idea.</p> <p>Appreciates humor.</p> <p>Engages in inventive social play.</p>	<p>Engages in pretend play and acts out roles.</p> <p>Expresses a range of emotions appropriately, such as excitement, happiness, sadness and fear.</p> <p>Uses creativity and imagination to manipulate materials and assume roles in dramatic play situations,</p>
<p>5: Reasoning and Problem-solving</p> <ul style="list-style-type: none"> <li>Reasoning</li> </ul>	<p>The child demonstrates the ability to analyze information and situations in order to form judgments.</p> <p>Reasoning involves the child's ability to use prior knowledge and information to generate an appropriate decision. Logic and reasoning skills are key components of child development and early learning. These skills are essential for competence and success in school and other settings.</p>	<p>Gathers information and reaches a conclusion.</p> <p>Recognizes relationships between cause and effect.</p> <p>Uses prior knowledge to build new knowledge and skills.</p>	<p>Classifies, compares, and contrasts objects, events and experiences.</p> <p>Recognizes relationships between cause and effect.</p> <p>Uses prior knowledge to build new knowledge and skills.</p>

<p>5: Reasoning and Problem-solving</p> <ul style="list-style-type: none"> <li>• Problem-Solving</li> </ul>	<p>The child demonstrates the ability to seek solutions to problems.</p> <p>Problem solving involves the child's ability to look for or find multiple solutions to a question, task or problem. This ability is crucial for constructing knowledge as the child builds on prior experiences and integrates new information.</p>	<p>Recognizes problems. Uses past knowledge to build new knowledge.</p> <p>Tries to solve problems.</p> <p>Seeks adult assistance when support is required.</p> <p>Works to solve a problem independently</p>	<p>Recognizes problems. Uses past knowledge to build new knowledge.</p> <p>Seeks multiple solutions to a question, task or problem.</p> <p>Communicates with familiar adults and accepts or requests guidance.</p> <p>Resolves conflict with peers alone and/or with adult intervention as appropriate.</p>
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NPHX Preschool

School Wide Expected Student Outcomes

**Domain: Language and Communication**

Strand /Concept	Outcome	Threes	Four's
		<b>Objective: By the end of the school year, the students will be able to...</b>	
1: Language <ul style="list-style-type: none"> <li>Receptive Language Understanding</li> </ul>	<p>The child demonstrates understanding of directions, stories, and conversations.</p> <p>During the preschool years, children learn language more quickly than at any other time in their lives. Associating language with pleasant and stimulating experiences nurtures this development. Young children's sense of words and sentences, sensitivity to tone, and understanding of ideas communicated, influences their abilities to listen and to comprehend. Listening involves active engagement with adults and peers as they share their ideas, feelings, and needs. Language is learned through engaging, interactive conversations and related literacy activities such as oral storytelling and interactive reading of books.</p>	<p>Demonstrates understanding a variety of finger-plays, rhymes, chants, poems, conversations, and stories.</p> <p>Actively engages in finger plays, rhymes, chants, poems, conversations, and stories.</p> <p>Demonstrates understanding and follows directions that involve: 1 step, 2 steps, and a series of unrelated sequences of action.</p>	<p>Attends to language during conversations, songs, stories, or other learning experiences.</p> <p>Actively engages in finger plays, rhymes, chants, poems, conversations, and stories.</p> <p>Comprehends different forms of language, such as questions or exclamations.</p>
1: Language <ul style="list-style-type: none"> <li>Expressive Language and Communication Skills</li> </ul>	<p>The child uses verbal and nonverbal communication for a variety of purposes to share observations, ideas, and experiences, problem-solve, reason, predict and seek new information.</p> <p>Children develop language by engaging in conversations with others and listening and responding to rhymes, chants, songs, stories, and poems. Children who are encouraged to share their personal experiences, ideas, feelings, and opinions use increasingly complex language.</p>	<p>Uses language to express ideas and needs.</p> <p>Speaks well enough for strangers to understand most of the time.</p> <p>Engages in communication and conversations with others</p> <p>With modeling and support, uses acceptable language and social rules including appropriate tone, volume and inflection to express ideas, feelings, and needs</p> <p>Uses appropriate eye contact, turn taking, and intonation while having conversations with adults and peers.</p> <p>Recognizes when the listener does not understand and uses techniques to clarify the message.</p> <p>With modeling and support, uses increasingly complex phrases and sentences.</p>	<p>Communicates needs, wants, ideas, and feelings through 3-5 word sentences</p> <p>Speaks clearly and understandably to express ideas, feelings and needs</p> <p>Makes relevant responses to questions and comments from others.</p> <p>Engages in communication and conversations with others. Engages in conversation with peers and adults</p> <p>Uses different forms of language. Uses different grammatical structures for a variety of purposes</p> <p>Uses appropriate eye contact, turn taking, and intonation while having conversations with adults and peers.</p> <p>Uses increasingly complex and varied vocabulary</p>

<p>1 : Language</p> <ul style="list-style-type: none"> <li>Vocabulary</li> </ul>	<p>The child understands and uses increasingly complex vocabulary.</p> <p>The early childhood years are a period of vocabulary exploration. Research indicates that there is a strong connection between vocabulary development and academic success. Children gain language and vocabulary skills by having multiple and frequent opportunities to listen, talk, read, share ideas, relate experiences, and engage in interesting conversations. They need to play with familiar language and experiment with language in different settings. Rhymes, songs, and read-alouds that use rare words allow children to talk about and develop an understanding of words they would not otherwise hear in everyday conversations.</p>	<p>With modeling and support, uses age-appropriate vocabulary across many topic areas and demonstrates a wide variety of words and their meanings with each area; e.g., world knowledge, names of body parts, feelings, colors, shapes, jobs, plants, animals and their habitats, and foods; words that describe: adjectives, verbs, and adverbs</p> <p>With modeling and support, determines the meanings of unknown words and concepts using the context of conversations, pictures that accompany text or concrete objects.</p> <p>Comprehends different forms of language, such as questions or exclamations.</p> <p>With modeling and support, demonstrates understanding of and uses words that indicate position and direction; e.g., in, on, out, under, off, beside, behind.</p>	<p>Uses increasingly complex and varied vocabulary.</p> <p>Uses different grammatical structures for a variety of purposes</p> <p>Asks and answers questions and makes comments about print materials</p> <p>Comprehends different forms of language, such as questions or exclamations.</p> <p>Understands directionality, order, and position of objects, such as up, down, in front, behind.</p>
<p>2: Emergent Literacy</p> <ul style="list-style-type: none"> <li>Concepts of Print</li> </ul>	<p>The child knows that print carries messages.</p> <p>Through daily experiences with printed materials, young children delight in beginning to understand the connection between spoken and written words. They begin to learn to follow the print as it is read aloud and start to discover that reading and writing are ways to communicate information and to provide pleasure. Children develop understanding that different forms of print, such as signs, letters, menus, storybooks, and magazines have different functions.</p>	<p>Identifies signs, symbols and labels in the environment.</p> <p>Understands that print conveys meaning</p> <p>Seeks information in printed materials.</p> <p>Recognizes and names a few letters in own name</p> <p>Can discriminate letters from other shapes and symbols</p>	<p>Recognizes print in everyday life, such as numbers, letters, one's name, words, and familiar logos and signs.</p> <p>Demonstrates and understands that print conveys meaning and that each spoken word can be written and read.</p> <p>Recognizes that letters are grouped to form words.</p> <p>Recognizes own written name and the written names of friends and family.</p> <p>Seeks information in printed materials.</p>
<p>2: Emergent Literacy</p> <ul style="list-style-type: none"> <li>Book Handling Skills</li> </ul>	<p>The child demonstrates how to handle books appropriately and with care.</p> <p>It is important to provide young children with many opportunities to interact with and care for books in all environments. Young children need to have access to a variety of fiction and nonfiction books throughout the day, including those that reflect diverse cultures. Through these experiences, children learn to hold books right side up and to turn the pages one at a time in order to view the illustrations and to gain a sense of the story or content.</p>	<p>Knows how to hold a book and understands that text has meaning.</p> <p>Identifies where in the book to begin reading.</p>	<p>Recognizes how books are read, such as front-to-back and one page at a time, and recognizes basic characteristics such as title, author, and illustrator.</p> <p>Asks and answers questions and makes comments about print materials.</p>

<p>2: Emergent Literacy</p> <ul style="list-style-type: none"> <li>Phonological Awareness</li> </ul>	<p>The child develops awareness that language can be broken in words, syllables, and smaller units of sounds (phonemes).</p> <p>Young children learn to discriminate between the similarities and differences in spoken language. Such awareness is the foundation of young children’s abilities to hear and discriminate different sounds in words (phonological awareness). Research indicates how quickly and how easily children learn to read often depends on how much phonological awareness they have. Children’s abilities to play with or manipulate the smallest units of speech (phonemes) are demonstrated in a variety of ways, including using rhymes, alliteration, and experimenting with beginning and ending sounds. Phonological awareness and phonemic awareness are the foundations that enable preschool children to later match sounds to their letters (phonics). Phonological awareness can be taught in the dark as it requires just listening for and manipulating sounds.</p>	<p>With modeling and support produces rhyming words.</p> <p>With modeling and support, recognizes spoken words that begin with the same sound.</p> <p>Hears and shows awareness of separate words within spoken phrases or sentences.</p> <p>With modeling and support, combines onset and time to form a familiar one-syllable word with and without pictorial support</p>	<p>Produces rhyming words</p> <p>Identifies and discriminates between sounds and phonemes in language, such as attention to beginning and ending sounds of words and recognition that different words begin or end with the same sound.</p> <p>With modeling and support, recognizes spoken words that begin with the same sound.</p> <p>With modeling and support, identifies and discriminates syllables in words.</p> <p>With modeling and support, repeats words and identifies the common final sound.</p>
<p>2: Emergent Literacy</p> <ul style="list-style-type: none"> <li>Alphabet Knowledge</li> </ul>	<p>The child demonstrates knowledge of the alphabet.</p> <p>Young children begin to recognize some printed alphabet letters, especially those letters found in their own names. To support young learners’ knowledge of letters, adults need to provide children with easy and repeated meaningful interactions with written letters and words within the context of daily experiences. Activities are presented in fun and interesting ways that engage children.</p>	<p>Discriminates letters from other shapes and symbols.</p> <p>Recognizes as many as 5 letters, especially those in own name.</p>	<p>Recognizes that letters of the alphabet are a special category of visual graphics that can be individually named</p> <p>Recognizes as many as 10 letters, especially those in own name, family and friends.</p> <p>Uses letter-sound knowledge identifying the sounds of a few letters and producing the correct sounds for as many as ten letters, with modeling and support.</p>



<p>2: Emergent Literacy</p> <ul style="list-style-type: none"> <li>• Comprehension</li> </ul>	<p>The child shows an interest in books and comprehends books read aloud with increasing text complexity.</p> <p>Children gain understanding about language and reading through their interactions with verbal language, print, and daily routines. In addition, children learn about reading concepts by experiencing a learning environment rich in signs, symbols, words, numbers, and art that reflect diverse cultures. When children are read to regularly and encouraged to intentionally interact with printed materials, they develop an interest in books and other printed materials.</p>	<p>Takes an active role in reading activities</p> <p>With prompting and support, identifies characters and major events in a story.</p> <p>With prompting and support, asks and answers a variety of questions about books or stories told or read aloud</p> <p>With prompting and support, identifies events and details in the story</p> <p>With prompting and support, gives an opinion for liking or disliking a book or story</p> <p>Shows interest in shared reading experiences and looking at books independently.</p>	<p>Demonstrates an interest in different kinds of literature, such as fiction and non-fiction books and poetry, on a range of topics.</p> <p>Identifies characters and major events in a story.</p> <p>With prompting and support, asks and answers a variety of questions about books or stories told or read aloud</p> <p>With prompting and support, draws connections between story events and personal experiences.</p> <p>With prompting and support, identifies events and details in the story and makes predictions.</p> <p>With prompting and support, gives an opinion for liking or disliking a book or story</p> <p>With modeling and support, retells or reenacts a story in sequence with pictures or props.</p>
<p>3: Emergent Writing</p> <ul style="list-style-type: none"> <li>• Early Writing, Writing Processes, and Writing Applications</li> </ul>	<p>The child uses writing materials to communicate ideas.</p> <p>Children begin to recognize the relationship between spoken and written messages by engaging in writing, drawing, and related activities that have meaning and purpose for them. Children receive powerful messages about literacy's pleasures and rewards by observing others reading and writing. Children develop as writers when they are encouraged to write in an environment that has readily accessible writing materials.</p>	<p>Experiments with writing tools and materials.</p> <p>Recognizes that writing is a way of communicating for a variety of purposes, such as giving information, sharing stories, or giving an opinion.</p> <p>Dictates to and shares thoughts, ideas, and stories with adults.</p> <p>Writes own name using letter like forms or convention print.</p> <p>Intentionally uses scribbles/writing and inventive writing to convey meaning, ideas, or to tell a story; e.g., signing artwork, captioning, labeling, creating lists, making notes.</p>	<p>Uses a variety of writing tools, materials, and surfaces to create drawings or symbols.</p> <p>With modeling and support, uses a combination of drawing, dictating and emergent writing to communicate an idea or opinion about an experience, story, or book, and to express knowledge or share information about a topic of interest.</p> <p>Dictates to and shares thoughts, ideas, and stories with adults.</p> <p>Copies, traces, or independently writes letters or words</p> <p>Organizes writing from left to right, indicating an awareness that letters cluster as words and words cluster into phrases or sentences by use of spacing or marks</p>

NPHX Preschool

School Wide Expected Student Outcomes

**Domain: Mathematics**

Strand /Concept	Outcome	Threes	Four's
		<b>Objective: By the end of the school year, the students will be able to...</b>	
<p>1: Counting and Cardinality</p> <ul style="list-style-type: none"> <li>Counts Out Loud</li> </ul>	<p>The child counts out loud and uses number words in daily conversations.</p> <p>To build an understanding of counting, children need environments that are rich in mathematical language and provide varied opportunities to count in ways that are personally meaningful, challenging, and fun.</p>	<p>Shows interest in and awareness of counting.</p> <p>Counts out loud to 10.</p>	<p>Recognizes numbers and quantities in the everyday environment.</p> <p>Recites numbers in the correct order and understands that numbers come “before” or “after” one another.</p>
<p>1: Counting and Cardinality</p> <ul style="list-style-type: none"> <li>Knows Number Names and Symbols</li> </ul>	<p>The child identifies numerals and uses number words in daily activities.</p> <p>To build an understanding of number names and symbols children need number rich environments that allow them to explore and play with numbers and numerals throughout the day and across the curriculum.</p>	<p>Identifies numerals 1-10.</p> <p>Uses and creates symbols to represent numbers.</p>	<p>Uses numerals and number symbols in the context of daily routines, activities, and play.</p> <p>Recognizes print in everyday life, such as numbers, letters, one’s name, words, and familiar logos and signs.</p> <p>Associates quantities and the names of numbers with written numerals.</p>
<p>1: Counting and Cardinality</p> <ul style="list-style-type: none"> <li>Counts to Tell Number of Objects</li> </ul>	<p>The child uses number words and counting to identify quantity.</p> <p>Learning the meaning of numbers begins with hands-on experiences using a variety of objects found in the home, the classroom and nature. To build an understanding of “how much” and to explore number relationships, children need daily experiences involving counting in ways that are personally meaningful, challenging, and fun.</p>	<p>Counts a collection of up to 10 items using the last counting word to tell, “How many?”</p>	<p>Counts groups of objects using one-to-one correspondence (1 object for each number word)</p> <p>Matches numerals to quantities they represent using physical models and representations.</p> <p>Identifies quantity of 3-5 objects without counting (subitize).</p>

<p>1: Counting and Cardinality</p> <ul style="list-style-type: none"> <li>Compares Numbers and Quantities</li> </ul>	<p>The child applies a range of strategies such as counting or matching to compare sets of objects.</p> <p>Learning the meaning of numbers begins with hands-on experiences, using a variety of objects found in the home, the classroom and nature. To build an understanding of numbers and the quantities they represent, children need daily experiences involving comparing groups of objects in ways that are personally meaningful, challenging, and fun.</p>	<p>Compares 2 sets of objects using terms such as more, fewer, or the same.</p>	<p>Uses a range of strategies such as counting, subitizing, or matching to compare quantity in two sets of objects and describes the comparison with terms, such as more, less, greater than, fewer, or equal to.</p>
<p>2: Operations and Algebraic Thinking</p> <ul style="list-style-type: none"> <li>Explores Addition and Subtraction</li> </ul>	<p>The child combines and separates groups of objects and names how many.</p> <p>Learning the meaning of a number begins with hands-on experiences using a variety of objects found in the home, the classroom, and nature. To build an understanding of numbers and to discover number relationships, children need opportunities to describe the changes that result from putting sets of objects (e.g., blocks, animals, toy people) together or taking them apart.</p>	<p>Demonstrates an understanding that adding increases the number of objects in a group.</p> <p>Describes changes in 2 or more sets of objects when they are combined.</p> <p>Demonstrates an understanding that taking away decreases the number of objects in a group</p> <p>Describes changes in a set of objects when they are separated into parts.</p>	<p>Recognizes that numbers (or sets of objects) can be combined or separated to make another number through the grouping of objects.</p> <p>Identifies the new number created when numbers are combined or separated.</p>
<p>2: Operations and Algebraic Thinking</p> <ul style="list-style-type: none"> <li>Patterning</li> </ul>	<p>The child recognizes, copies, extends, describes and creates patterns.</p> <p>Recognition and investigation of patterns are important components of a child's development. A child's ability to work with patterns is the precursor to mathematical thinking, especially algebraic processes. Children need frequent opportunities to engage in pattern-related activities such as playing with repetitive sounds and movement or noticing patterns in textures and pictures.</p>	<p>Copies simple patterns.</p> <p>Extends simple patterns</p> <p>Creates simple patterns.</p>	<p>Recognizes patterns in the real world.</p> <p>Recognizes, duplicates, and extends simple patterns.</p> <p>.Describes similarities and differences in patterns.</p> <p>Sorts, classifies, and serializes (puts in a pattern) objects using attributes, such as color, shape, or size.</p>
<p>3: Measurement and Data</p> <ul style="list-style-type: none"> <li>Sorts and Classifies</li> </ul>	<p>The child sorts and groups objects by a variety of characteristics/attributes.</p> <p>Recognizing relationships between objects allows young children to make generalizations and predictions beyond information directly available to them. The ability to think logically and to reason (problem solve) extends far beyond mathematical boundaries.</p>	<p>Sorts and classifies objects by one or more attributes (e.g., size, color, shape, texture, use).</p> <p>Explains how items were sorted into groups.</p>	<p>Sorts, classifies, and serializes (puts in a pattern) objects using attributes, such as color, shape, or size.</p> <p>Classifies, compares, and contrasts objects, events, and experiences.</p>

<p>3: Measurement and Data</p> <ul style="list-style-type: none"> <li>Data Analysis</li> </ul>	<p>The child collects, organizes, displays, and describes relevant data.</p> <p>Children are natural observers and questioners. To build upon this strength, adults should facilitate children’s opportunities to ask questions, sort and classify objects, collect and display information, and talk about what is meaningful to them.</p>	<p>Asks questions to gather information.</p> <p>Displays data to answer simple questions about themselves or the environment.</p>	<p>Seeks multiple solutions to a question, task, or problem.</p> <p>Represents people, places, or things through drawings, movement, and three-dimensional objects.</p> <p>Uses descriptive language to compare data in picture graphs or other concrete representations.</p> <p>Uses charts and graphs to analyze information or answer questions.</p>
<p>3: Measurement and Data</p> <ul style="list-style-type: none"> <li>Measures</li> </ul>	<p>The child uses measurement to describe and compare objects in the environment.</p> <p>Starting at a very young age, children compare who is taller or who has more. Immersing children in measurement activities provides them with opportunities to explore, compare, and discuss the use of measurement in their environment</p>	<p>Compares objects and uses terms such as longer-shorter, hotter-colder, and faster slower.</p> <p>Uses nonstandard units of measurement (e.g., hands, bodies, containers) to estimate measurable attributes.</p> <p>Uses</p>	<p>Uses various standard measuring tools for simple measuring tasks.</p> <p>Orders objects by measurable attributes.</p> <p>Uses appropriate vocabulary to describe time and sequence related to daily routines.</p>
<p>4: Geometry</p> <ul style="list-style-type: none"> <li>Spatial Reasoning</li> </ul>	<p>The child uses and demonstrates an understanding of positional terms.</p> <p>Geometry for young children involves observing, playing with, and purposefully investigating shapes that are found in their environment. Children spontaneously make spatial comparisons. This familiarity is a foundation for more complex learning experiences involving shape, position, and orientation in space.</p>	<p>Uses and responds to positional terms (e.g., between, inside, under, above, behind).</p>	<p>Describes the position or location of objects in relation to self or to other objects.</p>
<p>4: Geometry</p> <ul style="list-style-type: none"> <li>Shapes</li> </ul>	<p>The child recognizes names and describes common shapes and their properties.</p> <p>Geometry for young children involves observing, playing with, and purposefully investigating shapes that are found in their environment. Beginning in infancy, children compare objects by form and shape. This familiarity is a foundation for more complex learning experiences involving shape, position, and orientation in space.</p>	<p>Recognizes basic two-dimensional shapes.</p> <p>Uses the names of geometric shapes when describing objects found in the environment.</p> <p>Compares objects in size and shape.</p>	<p>Creates two- and three-dimensional shapes during play.</p> <p>Compares and describes attributes of two- and three-dimensional objects in the environment using own vocabulary.</p>

NPHX Preschool

School Wide Expected Student Outcomes

Domain: Science

Strand /Concept	Outcome	Threes	Four's
		Objective: By the end of the school year, the students will be able to...	
<p>1: Inquiry and Application</p> <ul style="list-style-type: none"> <li>• Exploration, Observations, and Hypotheses</li> </ul>	<p>The child asks questions and makes predictions while exploring and observing in the environment.</p> <p>Children use their senses to observe by looking, touching, tasting, smelling and listening. Curiosity about the natural world leads children to ask questions. They ask Why? Where? What if? How? Who?</p>	<p>Exhibits curiosity about objects, living things, and other natural events in the environment by using 1 or more senses.</p> <p>Identifies attributes of objects, living things, and natural events in the environment.</p> <p>Begins to describe the similarities, differences and relationships between objects, living things and natural events.</p>	<p>Exhibits curiosity about objects, living things, and other natural events in the environment by using 3 or more senses.</p> <p>Describes changes in objects, living things, and the natural events in the environment</p> <p>Describes the similarities, differences and relationships between objects, living things and natural events.</p> <p>Asks and responds to questions about relationships of objects, living things, and events in the natural environment.</p>
<p>1: Inquiry and Application</p> <ul style="list-style-type: none"> <li>• Investigation</li> </ul>	<p>The child tests predictions through exploration and experimentation.</p> <p>Children use their senses and a variety of tools and materials to gather information while investigating. Active experimentation requires questioning, refining, and persistence. Children explore answers to their questions and begin to form more complex conclusions. Information gathered in the process extends a child's knowledge of the world and their environment.</p>	<p>Uses a variety of tools and materials to investigate.</p> <p>Makes predictions and checks them through hands-on investigation with adult support</p>	<p>Uses senses and tools, including technology, to gather information, investigate materials and observe processes and relationships.</p> <p>Describes and discusses predictions, explanations, and generalizations based on past experience.</p> <p>Adjusts the experiment if results are different than expected and continues testing.</p> <p>Maintains interest in a project or activity until completed</p>
<p>1: Inquiry and Application</p> <ul style="list-style-type: none"> <li>• Analysis and Conclusions</li> </ul>	<p>The child forms conclusions about observations and experimentations.</p> <p>Children form conclusions about their observations and experimentations by collecting and thinking about the information gathered</p>	<p>Identifies cause and effect relationships.</p> <p>Constructs explanation about investigations.</p>	<p>Uses a variety of materials to record and organize data.</p> <p>Classifies, compares, and contrasts objects, events, and experiences.</p>

<p>1: Inquiry and Application</p> <ul style="list-style-type: none"> <li>• Communication</li> </ul>	<p>The child discusses and reflects upon the scientific investigation and its findings.</p> <p>Based on past experiences, children use language or an alternate communication system to show recognition of scientific principles and a deeper understanding of their environment. Science incorporates language and literacy skills which are an essential foundation for later reading comprehension.</p>	<p>Uses past knowledge to build new knowledge</p> <p>Presents their scientific ideas in a variety of ways.</p>	<p>Displays and interprets data</p> <p>Presents their scientific ideas in a variety of ways.</p> <p>Conducts further investigation based on prior experience and information gained.</p>
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NPHX Preschool

School Wide Expected Student Outcomes

**Domain: Social Studies**

Strand /Concept	Outcome	Threes	Four's
		<b>Objective: By the end of the school year, the students will be able to...</b>	
<p>1: Family</p> <ul style="list-style-type: none"> <li>Understands Family</li> </ul>	<p>The child demonstrates an understanding of families and the roles and responsibilities of being a family member.</p> <p>Children are curious about their world. They thrive on learning experiences that are meaningful and that connect to what they have previously learned. A child's family is central to their understanding of themselves and provides a foundational reference for their roles and relationships at school and within the larger community. As their perception grows, children further expand this scope to understand how systems work together.</p>	<p>Views self as a member of the family unit.</p> <p>Identifies family members; e.g., mother, father, sister, brother, grandparents, cousins, etc.</p> <p>Shows knowledge of family members' roles and responsibilities in the home</p>	<p>Describes/discusses own family's cultural or family traditions.</p> <p>Identifies similarities and differences in their family composition and the families of others.</p> <p>Develops an awareness of their personal &amp; family history.</p>
<p>2: Community</p> <ul style="list-style-type: none"> <li>Understands Community</li> </ul>	<p>The child recognizes that he/she lives in a place with many people and that there are people and events in other places.</p> <p>Children become aware of and begin to recognize and appreciate the similarities and differences between people through their experiences of cultural and traditional events. Children gain awareness of people and their backgrounds through participation in their community and learning environment. Children begin to understand that events occur outside their own families and their own environment through conversation with peers and exposure to the cultures of others.</p>	<p>Describes some characteristics (e.g., clothing, food, jobs) of the people in her community</p>	<p>Recognizes that places where people live are made up of individuals from different cultures and who speak different languages.</p> <p>Identifies, discusses and asks questions about similarities and differences in other people in their community</p>

<p>2: Community</p> <ul style="list-style-type: none"> <li>Rights, Responsibilities and Roles within Community</li> </ul>	<p>The child demonstrates a sense of belonging to the community and contributes to its care.</p> <p>Children recognize themselves as part of their home and community. Children are given opportunities to experience choices and to make their own decisions in order to demonstrate their roles as individuals. As children learn to demonstrate respect for ideas and rules, they gain the skills necessary for being contributing members of the family and of a community.</p>	<p>Recognizes that people rely on others for goods and services; e.g., farm goods, mail delivery, safety or health care.</p> <p>Seeks opportunities for leadership.</p> <p>Describes the purpose of rules</p> <p>Describes their role at home, at school, and in the community.</p>	<p>Demonstrates responsible behaviors</p> <p>Shows an understanding of how to care for the environment.</p> <p>Recognizes that people have wants and must make choices because resources and materials are limited.</p>
<p>2: Community</p> <ul style="list-style-type: none"> <li>Geography</li> </ul>	<p>The child demonstrates an awareness of locations within and around their community.</p> <p>As young children explore their community and visit a variety of places, they begin to develop a sense of direction and location. While going for rides on the bus or in a car, or while walking in their neighborhoods, children become aware of signs, symbols and other landmarks.</p>	<p>Uses words to describe directionality and/or location within the community.</p> <p>Describes some physical features of the environment in which he/she lives; e.g., bodies of water, mountains, weather.</p>	<p>Describes or draws aspects of the geography of the classroom, home, and community.</p> <p>Recognizes aspects of the environment, such as roads, buildings, trees, gardens, bodies of water, or land formations.</p>
<p>3: Historical Thinking</p> <ul style="list-style-type: none"> <li>Understands Time – Past, Present and Future</li> </ul>	<p>The child demonstrates an awareness of time and sequence of events in their daily lives.</p> <p>As young children explore their family and community identity and roles, they begin to develop a sense of what is in the past and what is in the future. While describing, experiencing, planning or discussing past events, children become aware of time, what is now and what is later.</p>	<p>Demonstrates an understanding of time in the context of daily experiences.</p>	<p>Understands that events happened in the past and how these events relate to one's self, family and community.</p>



NPHX Preschool

School Wide Expected Student Outcomes

**Domain: Physical Development, Health, & Safety**

Strand /Concept	Outcome	Threes	Four's
		<b>Objective: By the end of the school year, the students will be able to...</b>	
<p>1: Physical and Motor Development</p> <ul style="list-style-type: none"> <li>Gross Motor Development</li> </ul>	<p>The child moves with balance, control and coordination.</p> <p>Children are in constant motion. This movement develops young children's large muscles as they run, jump, and play in both structured and un-structured settings. Children increase their ability to control their bodies and learn that regular physical activity can enhance their overall physical, social and mental health.</p>	<p>Moves with balance.</p> <p>Moves with control (e.g., walks, runs, skips, jumps, gallops, hops).</p> <p>Moves with coordination.</p> <p>Demonstrates spatial awareness in physical activity</p>	<p>Moves with balance.</p> <p>Moves with control (e.g., walks, runs, skips, jumps, gallops, hops).</p> <p>Moves with coordination.</p> <p>Demonstrates spatial awareness in physical activity</p>
<p>1: Physical and Motor Development</p> <ul style="list-style-type: none"> <li>Fine Motor Development</li> </ul>	<p>The child uses fingers, hands and wrists to manipulate tools and materials.</p> <p>Developing fine motor skills is an important foundation for other developmental areas such as cognitive development, artistic expression, daily living skills and handwriting. Children begin to demonstrate an increased amount of strength, dexterity, and stamina to perform fine motor tasks using a variety of manipulatives and tools. When children are engaged in appropriate activities and experiences, they develop the ability to gain fine motor control, which leads to independence.</p>	<p>Uses fingers, hands, and wrists to manipulate a variety of tools and materials, (e.g., crayons, markers, chalk, sponges, paint brushes, scissors, pencils, silverware).</p> <p>Uses eye-hand coordination to perform simple tasks.</p> <p>Manipulates smaller objects, tools and instruments that require wrist and squeezing motions.</p> <p>Manipulates a range of objects, such as blocks or books.</p>	<p>Develops hand strength and dexterity</p> <p>Develops eye-hand coordination to use everyday tools, such as pitchers for pouring or utensils for eating</p> <p>Uses fine motor skills in daily living.</p>
<p>2: Health</p> <ul style="list-style-type: none"> <li>Personal Health and Hygiene Practices</li> </ul>	<p>Child demonstrates knowledge of personal health practices, routines and understands the functions of body parts.</p> <p>Children begin at a young age to learn living skills that will assist them in making appropriate healthy choices. They learn that proper nutrition, exercise and rest are necessary for a healthy body.</p>	<p>Completes personal care tasks, such as dressing, brushing teeth, toileting, and washing hands independently from adults.</p> <p>Demonstrates healthy practices: 1) Nutrition; 2) Physical Activity and Rest</p> <p>Awareness of the functions of body parts.</p>	<p>Demonstrates hygiene practices.</p>

<p>3: Safety</p> <ul style="list-style-type: none"> <li>Safety and Injury Prevention</li> </ul>	<p>Child demonstrates knowledge of personal safety practices and routines.</p> <p>Children demonstrate awareness and understanding of personal and environmental safety rules and how to keep themselves safe. These principles should be relevant to Arizona and to the community/region in which the child lives.</p> <p>Indicators</p>	<p>Identifies and follows basic safety rules with guidance and support; e.g., sun safety, animal and plant safety, outdoor and indoor safety.</p> <p>Demonstrates Emergency Safety Practices.</p> <p>Identifies how adults help to keep us safe.</p>	<p>Demonstrates Transportation and Street Safety Practices</p> <p>Enforces personal boundaries (Safety, Self Advocacy and Boundary Awareness).</p> <p>Knows personal information.</p>
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NPHX Preschool

School Wide Expected Student Outcomes

Domain: Fine Arts

Strand /Concept	Outcome	Threes	Four's
		Objective: By the end of the school year, the students will be able to...	
<p>1: Visual Arts</p> <ul style="list-style-type: none"> <li>Creates and Understands Visual Arts</li> </ul>	<p>The child uses a wide variety of materials, media, tools, techniques and processes to explore, create and understand art.</p> <p>Children communicate ideas, experiences and feelings by leaving their mark with crayons, markers, paints, modeling and construction of masterpieces. Children discover that they and others are artists. Children begin to develop vocabulary to share their opinions about artistic creations and experiences. They reflect upon and describe the characteristics and qualities of their work and the work of others.</p>	<p>Uses a variety of materials/media, tools and techniques to create original works of art (e.g., paper, rocks, sand, clay; tools such as cotton swabs, small/large brushes, drinking straws, and techniques such as drawing, painting, sculpting )</p> <p>Creates art work with details which represent creative and personal choices, ideas, experiences and feelings.</p> <p>Creates art in two and three dimensions</p>	<p>Uses a variety of materials/media, tools and techniques to create original works of art (e.g., paper, rocks, sand, clay; tools such as cotton swabs, small/large brushes, drinking straws, and techniques such as drawing, painting, sculpting )</p> <p>Creates art in two and three dimensions</p> <p>Seeks an understanding of artwork by self or others by commenting on or questioning the artwork.</p>
<p>2: Music and Creative Movement</p> <ul style="list-style-type: none"> <li>Creates and Understands Music, Movement and Dance</li> </ul>	<p>The child uses a wide variety of instruments, movements, techniques and music to explore and create.</p> <p>Singing, dancing, making music and moving to sounds/rhythms are fundamental musical activities of young children. These activities help young children explore and demonstrate self-expression, creativity, body awareness and nurtures appreciation of the arts. Children begin to develop a vocabulary to share opinions about musical/movement creations and experiences.</p>	<p>Experiments with a variety of instruments, vocalizations, sounds or creative movements.</p> <p>Sings/moves to familiar rhymes, songs, and chants.</p> <p>Responds to different types of music, (e.g., rock, classical, jazz, spirituals, reggae, Native American chants, gospel, bluegrass, lullabies, marches and country music).</p> <p>Uses creative movement and dance to interpret the mood of various types of music and stories.</p>	<p>Uses familiar songs, rhymes or chants to create his/her own musical/movement improvisations.</p> <p>Responds to different types of music, (e.g., rock, classical, jazz, spirituals, reggae, Native American chants, gospel, bluegrass, lullabies, marches and country music).</p> <p>Uses creative movement and dance to interpret the mood of various types of music and stories.</p>
<p>3: Drama</p> <ul style="list-style-type: none"> <li>Creates Dramatic Activities</li> </ul>	<p>The child uses the portrayal of events, characters, or stories through acting and using props and language to explore and create.</p> <p>Children use the richness of their daily activities to create pretend play, assuming different roles and characters. These experiences contribute to children's ability to self-regulate, communicate more effectively and engage in cooperative activity with peers while practicing roles of others.</p>	<p>Assumes roles from daily activities using a variety of props.</p> <p>Pretends an object exists without using a prop.</p> <p>Dramatizes familiar stories</p>	<p>Takes on more than one dramatic play role at a time.</p> <p>Pretends an object exists without using a prop.</p> <p>Dramatizes familiar stories</p> <p>Adds details and new elements to dramatic play situations.</p>

NPHX Preschool

School Wide Expected Student Outcomes

**Domain: Spiritual**

“And Jesus grew in wisdom and stature, and favor with God and man.” Luke 2:52

Threes

Four's

**Objective: By the end of the school year, the students will be able to...**

1. To develop an awareness of God's gifts around us in nature, family, and friends
2. To begin to understand that Jesus loves us and takes care of us.
3. To begin to love and trust God.
4. To pray to God daily.
5. To become familiar with the Bible, Bible stories, and the monthly Bible verse.
6. To praise and worship God/Jesus through songs and “Thank you God” prayer/song.