

Children's House Scope and Sequence

Internal Document



PRACTICAL LIFE

Tier I



Grace and Courtesy-Social Relations		
Skill Developed	Lesson/ Materials	Outcomes
<ul style="list-style-type: none"> • Mutual respect and growth of each individual child • A need to establish certain standards to maintain the freedom of each individual as well as the group freedom • A growing understanding of self-knowledge and how their action reflects a growing understanding of civility in the community 	<ul style="list-style-type: none"> • Getting the teachers attention • Respecting others work and personal space • Apologizing- How and When • Appropriate voice volume • Walking in a line • Excuse me, Please, Thank You • Greetings/ Introduction of self and others • Request for a partner, lesson, help, to observe • Interrupting/Waiting for a turn • Offering food to others after food Prep 	<ul style="list-style-type: none"> ✓ Shows respect of self, others and classroom expectations ✓ Shows a desire to function within the community with Grace and Courtesy ✓ Exhibits a growing understanding of who the child is and how his/her actions contribute to the well-being of the community
State Standards Alignment		
NC Essential Social Studies Standards <ul style="list-style-type: none"> • K.C&G.1 - Understand the roles of a citizen • K.C.1 - Understand how individuals are similar and different 		

Grace and Courtesy-Ground Rules		
Skill Developed	Lesson/ Materials	Outcomes
<ul style="list-style-type: none"> • Mutual respect and growth of each individual child • A need to establish certain standards to maintain the freedom of each individual as well as the group freedom 	<ul style="list-style-type: none"> • Tucking in chair • Rolling and unrolling a rug • Walking around a rug • Walking in classroom • Receiving a lesson before choosing • Appropriate voice volume • Interrupting/Waiting for a turn 	<ul style="list-style-type: none"> ✓ Child sees the value in classroom ground rules and takes pride in his/her contributions to the community ✓ Regulates voice volume ✓ Demonstrates self-control when moving throughout the classroom environment ✓ Demonstrates self-control in group lessons and activities (able to wait for a turn, respects personal space) ✓ Demonstrates socially appropriate self-control with adults and peers
State Standards Alignment		

Practical Skills		
Skill Developed	Lesson/ Materials	Outcomes
<ul style="list-style-type: none"> • Develops the intrinsic desire to repeat for refinement of skills • Coordination • Concentration • Independence • Development of the hand • Order • Self-esteem • Joy of learning 	<ul style="list-style-type: none"> • Use of glue • Use of paintbrush • Pin punching • Cutting • Drawing • Use of tools • Sewing- bead stringing, necklace making, needle work • Food prep - use of tools • Table Manners 	<ul style="list-style-type: none"> ✓ Uses tools appropriately and safely ✓ Handles scissors correctly and with reasonable control and is able to cut a variety of lines, shapes and materials ✓ Demonstrates adequate hand strength needed to use writing tools
State Standards Alignment		

Care of Environment		
Skill Developed	Lesson/ Materials	Outcomes
Develops the intrinsic desire to repeat for refinement of skills <ul style="list-style-type: none"> • Coordination • Concentration • Independence • Development of the hand • Order • Self-esteem • Joy of learning • Completion of activities • Sense of responsibility 	<ul style="list-style-type: none"> • Clean up spills • Polishing • Sweeping rug and floor • Table Washing • Window washing • Plant watering • Flower arranging • Dusting • Folding • Care of Outdoor Environment 	<ul style="list-style-type: none"> ✓ Child takes pride in caring for his/her environment. ✓ Increasing skill demonstrated when using tools to care for the environment ✓ Child demonstrates ownership and problem-solving skills in the care of the environment ✓ Child shows a love of nature and knowledge in the care of plants and living things
State Standards Alignment		

Care of Self		
Skill Developed	Lesson/ Materials	Outcomes
Develops the intrinsic desire to Repeat for refinement of skills <ul style="list-style-type: none"> • Coordination • Concentration • Independence • Development of the hand • Order • Self-esteem • Joy of learning • Completion of activities • Sense of responsibility 	<ul style="list-style-type: none"> • Toileting procedures • Snack Procedure • Hand Washing • Dressing Frames • Taking off and putting on coat • Carrying own blue bag • Use of tissue-blowing nose and sneezing 	Child is independently able to: <ul style="list-style-type: none"> ✓ take care of personal hygiene ✓ organize and carry their belongings ✓ Child is able to tie their own shoes
State Standards Alignment		

Control of Movement – Gross Motor		
Skill Developed	Lesson/ Materials	Outcomes
<p>Control of Movement-Gross Motor Develops the intrinsic desire to Repeat for refinement of skills</p> <ul style="list-style-type: none"> • Coordination • Concentration • Independence • Order • Self-esteem • Joy of learning • Balance and Movement • Inner discipline • Works cooperatively • Visual and kinesthetic awareness • Hand-eye coordination • Self-help skills 	<ul style="list-style-type: none"> • Carrying a tray • Balancing • Carrying a chair • Walking on the line • Sit and stand gracefully • Silence game 	<ul style="list-style-type: none"> ✓ Child demonstrates age appropriate spatial awareness skills with regard to the handling and placement of materials. ✓ Child respects the personal space of others and is able to move throughout the classroom in a non-disruptive and graceful manner.
State Standards Alignment		

Control of Movement – Fine Motor		
Skill Developed	Lesson/ Materials	Outcomes
<p>Develops the intrinsic desire to Repeat for refinement of skills</p> <ul style="list-style-type: none"> • Coordination • Concentration • Independence • Development of the hand • Order • Self-esteem • Joy of learning • Left to right, top to bottom orientation • Development of hand strength/pincer grip 	<ul style="list-style-type: none"> • Scooping and spooning • Squeezing • Twisting and turning • Wet and dry pouring 	<ul style="list-style-type: none"> ✓ Child uses utensils properly and with care ✓ Demonstrates adequate hand strength for the proper use of writing tools ✓ Consistently demonstrates a left to right, top to bottom orientation ✓ Demonstration of Concentration, Coordination, Order and Independence in the use of fine motor tools ✓ Exhibits confidence in his/her ability to independently take care of personal needs
State Standards Alignment		

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SENSORIAL

Tier I



Sensory		
Skill Developed	Lesson/ Materials	Outcomes
<p>To reinforce the developmental aims of practical life especially in the area of gross motor control</p> <ul style="list-style-type: none"> • Developmental Aims of Sensorial Material <ul style="list-style-type: none"> ○ Exploration ○ Reason ○ Discrimination ○ Discovery ○ Observation ○ Comparisons ○ Decision Making ○ Problem Solving • Appreciate and participate in the world • Base 10 • Pincer grip • Tracing/pre-writing skills • Spatial relations • Sense of self-body awareness • Kinesthetic development • Balance and coordination 	<p>Size</p> <ul style="list-style-type: none"> • Pink Tower of Cubes • Broadstairs • Long Rods • Knobbed Cylinders • Knobless Cylinders <p>Small/medium/large works</p>	<ul style="list-style-type: none"> ✓ Child demonstrates growing ability to think critically ✓ Able to apply sensorial experiences using visual, tactile, auditory, stereognostic, and gustatory skills to problem solve ✓ Child demonstrates the ability to compare, contrast and discriminate to make decisions ✓ Child demonstrates heightened observational skills and applies them to make predictions ✓ Child is able to describe objects in the environment using names of shapes ✓ Child is able to identify geometric solids and 2-dimensional shapes
State Standards Alignment		
<p>NC Essential Standards for Science</p> <p>K.P.2 Understand how objects are described based on their physical properties and how they are used</p> <p>K.P.2.1 Classify objects by observable physical properties (including size, color, shape, texture, weight and flexibility)</p> <p>K.P.2.2 Compare the observable physical properties of different kinds of materials (clay, wood, cloth, paper, etc.) from which objects are made and how they are used.</p> <p>K.MD.1 Describe measurable attributes of objects; and describe several different measurable attributes of a single object</p> <p>K.MD.2 Directly compare two objects with a measurable attribute in common, to see which object has “more of”/”less of” the attribute, and describe the difference.</p> <p>K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.</p>		

Visual Discrimination - Form		
Skill Developed	Lesson/ Materials	Outcomes
<ul style="list-style-type: none"> • Exposure to and Exploration of geometrical shapes in 2-D and 3-D • Discrimination • Exposure to Algebra • Exposure to Geometry • Reason • Discovery • Observation • Comparison • Decision Making • Problem Solving • Appreciate and participate in the world • Pincer grip • Tracing/pre-writing skills • Spatial relations • Sense of self-body awareness • Kinesthetic development 	<ul style="list-style-type: none"> • Geometry Cabinet • Geometric Solids/Bases • Binomial Cube • Trinomial Cube • Blue Triangle Box • Rectangle Box • Triangle Box • Small Hexagon Box • Large Hexagon Box 	<ul style="list-style-type: none"> ✓ Child is able to compose simple shapes to form larger shapes ✓ Child is able to identify primary, secondary and gradation of color ✓ Child is able to connect the Sensorial lessons to real-life experiences demonstrated by the use of descriptive vocabulary. ✓ Child approaches new experiences with curiosity and joy
State Standards Alignment		
<p>NC Essential Standards for Math</p> <p>K.G.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to</p> <p>K.G.2 Identify shapes of same size and orientation (circle, square, rectangle, triangle).</p> <p>K.G.3 Identify shapes as 2-D or 3-D</p> <p>K.G.4 Analyze and compare 2 and 3-D shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts and other attributes</p> <p>K.G.6 Compose simple shapes to form larger shapes</p> <p>NC Essential Standards for Science</p> <p>K.P.2 Understand how objects are described based on their physical properties and how they are used</p>		

Visual Discrimination - Color		
Skill Developed	Lesson/ Materials	Outcomes
<ul style="list-style-type: none"> • Recognizes primary, secondary, gradation of color • Exploration • Discrimination • Discovery • Observation • Comparisons • Decision Making • Problem Solving • Spatial relations 	<ul style="list-style-type: none"> • Color Box 1 • Color Box 2 • Color Box 3 • Color wheel • Color mixing 	
State Standards Alignment		
<p>NC Essential Standards for Science</p> <p>K.P.2 Understand how objects are described based on their physical properties and how they are used</p> <p>NC Essential Standards for Language</p> <p>L.K.4c - Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p>		

Tactile Discrimination		
Skill Developed	Lesson/ Materials	Outcomes
<ul style="list-style-type: none"> • Texture • Design <ul style="list-style-type: none"> ○ Exploration ○ Reason ○ Discrimination ○ Discovery ○ Observation ○ Comparisons ○ Decision Making ○ Problem Solving • Spatial relations • Kinesthetic development 	<ul style="list-style-type: none"> • Touch Tablets • Rough and smooth works • Fabric Baskets • Baric tablets • Stereognostic works 	
State Standards Alignment		
NC Essential Standards Language L.K.4c - Identify real-life connections between words and their use (e.g., note places at school that are colorful).		

Gustatory/Olfactory-Taste		
Skill Developed	Lesson/ Materials	Outcomes
<ul style="list-style-type: none"> • Observe • Compare • Reason • Decide • Discriminate • Refinement of /and discrimination of smell and taste 	<ul style="list-style-type: none"> • Exposure to a variety of smells • Smelling bottles • Exposure to a variety of taste- sweet/sour/salty 	
State Standards Alignment		
NC Essential Standards Language L.K.4c - Identify real-life connections between words and their use (e.g., note places at school that are colorful).		

Auditory Discrimination - Sound		
Skill Developed	Lesson/ Materials	Outcomes
<ul style="list-style-type: none"> • Observe • Compare • Reason • Decide • Discriminate • Auditory discrimination of sound/volume/pitch/tone 	<ul style="list-style-type: none"> • Sound Cylinders • Introduction to Bells • Matching Bells • Grading Bells • Silence Game 	<ul style="list-style-type: none"> ✓ The child shows respect and care for the Montessori Bells and begins to develop an appreciation for the beauty of musical sounds
State Standards Alignment		

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Intro to Numbers		
Skill Developed	Lesson/ Materials	Outcomes
<ul style="list-style-type: none"> • One-to-one correspondence • Learning names of numerals • Learning to match quantity to verbal or written numeral • Learning that each number is a whole and is represented by one object separate from the other numbers • Memorizing the sequence of the numerals • Learning more and less comparative values of numbers • Indirect preparation for addition, subtraction and multiplication • Linear Counting/<i>Ordinality</i> • Impression of Odd/Even • Exposure to Number conservation • Writing numbers 0-10 	<ul style="list-style-type: none"> • Number rods • Sandpaper numbers • Spindle Box • Cards and counters • Memory Game • Colored Bead Stair • Writing numbers 0-10 on chalkboard 	<ul style="list-style-type: none"> ✓ Child expresses a love for mathematical thinking and is growing in his ability to problem solve creatively ✓ Child develops an expanded view of Mathematics ✓ Child sees a connection between his world and mathematical experiences in nature and patterns ✓ Child understands the relationship between numbers and quantities ✓ Child conserves numbers 1-10 ✓ Child is able to determine greater than, less than or equal to, using matching and counting strategies with the Montessori materials

State Standards Alignment

**The Montessori Curriculum in Children's House sequence teaches multiplication before subtraction. Students will have had exposure to subtraction but not necessarily mastery*

NC Essential Standards Math

K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality

K.CC.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g. by using matching and counting strategies

K.CC.7 Compare two numbers between 1 and 10 presented as written numerals

K.MD.3 Classify objects into given categories; count the number of objects in each category and sort the categories by count

K.OA.6 Recognize and combine groups with totals up to 5 (subitizing)

Linear and Skip Counting		
Skill Developed	Lesson/ Materials	Outcomes
<ul style="list-style-type: none"> • Place Value • Quantities and Values to 10, teens, 1-100 • Greater than/ less than • Continuation of linear counting • Exposure to multiplication • Sensorial Impression of the square and cube of quantities of 1000 • Growth toward abstraction 	<ul style="list-style-type: none"> • Teen Beads • Teen Beads and Boards • Tens • Tens Beads and Boards • 100 board • Short Chains • Long Chains 	Child is efficient in the skills of: <ul style="list-style-type: none"> ✓ One-to-one correspondence ✓ Rote Counting ✓ Numbers to quantity ✓ Cardinality ✓ Ordinal numbers ✓ Composing and decomposing numbers using the Montessori materials

State Standards Alignment

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NC Essential Standards Math

K.CC.3 Write numbers from 0-20. Represent a number of objects with a written numeral 0-20

K.CC.1 Count to 100 by ones and tens

K.CC.2 Count forward beginning from a given number within the known sequence

K.CC.5 Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects

K.NBT.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by drawing or equation; understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight or nine ones

Decimal System		
Skill Developed	Lesson/ Materials	Outcomes
<ul style="list-style-type: none"> • Preparation of understanding of place value • Preparation for further work of decimal materials • Exposure and practice with how to carry from one category and hierarchy to the next • Matching the quantity to the symbol of 4-digit numbers • 0 is a place holder 	<ul style="list-style-type: none"> • Decimal Presentation Tray • Decimal Bead Lay out • Decimal cards • Exchange Game • 45 layout • Building of 4-digit Numbers 	<ul style="list-style-type: none"> ✓ Child demonstrates a solid foundation in place value work with teens and tens numbers using the Montessori materials ✓ Child demonstrates a solid foundation in matching 4-digit numbers to correct quantities
State Standards Alignment		
<i>*The Montessori Curriculum in Children's House sequence teaches multiplication before subtraction. Students will have had exposure to subtraction but not necessarily mastery</i>		
NC Essential Standards Math		
K.NBT.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by drawing or equation; understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight or nine ones		
K.MD.3 Classify objects into given categories; count the number of objects in each category and sort the categories by count		

Operations		
Skill Developed	Lesson/ Materials	Outcomes
<ul style="list-style-type: none"> • To present a sensory/visual impression of the process of addition, multiplication, subtraction and division. • Exposure to writing equations • Growth toward abstraction • To reinforce decimal operations of addition, multiplication, subtraction and division (benchmarks says: Introduction to multiplication and subtraction with golden beads • Exposure to Factors of 10 • Exposure to square root and factoring • Preparing for the memorization of addition and multiplication math facts 	<ul style="list-style-type: none"> • Positive Snake Game • Addition Strip Board • Golden Bead Addition • Stamp Game Addition • Golden Bead Multiplication • Stamp Game Multiplication • Multiplication Bead Bars • Multiplication Bead Board • Negative Snake Game • Golden Bead Subtraction • Stamp Game Subtraction • Subtraction Strip Board • Golden Bead Division • Stamp Game Division 	<ul style="list-style-type: none"> ✓ Child is able to represent a simple number equation using the Montessori materials ✓ Child is able to record a simple number equation represented by Montessori materials ✓ Child composes addition math facts up to 10 using Montessori materials
State Standards Alignment		
<i>*The Montessori Curriculum in Children's House sequence teaches multiplication before subtraction. Students will have had exposure to subtraction but not necessarily mastery</i>		
NC Essential Standards Math		
K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting, verbal explanations, expressions, or equations		
K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation		
K.OA.4 For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g. by using objects drawings, and record the answer with a drawing or equation		
K.OA.5 Fluently add and within 5		
K.NBT.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by drawing or equation; understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight or nine ones		

Introduction to Math Facts for Memorization

Skill Developed	Lesson/ Materials	Outcomes
<ul style="list-style-type: none"> • Addition • Multiplication • Subtraction • Division 	<ul style="list-style-type: none"> • Addition Finger Charts • Multiplication Finger Charts • Multiplication Bead Bars • Subtraction Finger Charts • Division Finger Charts 	

State Standards Alignment

**The Montessori Curriculum in Children's House sequence teaches multiplication before subtraction. Students will have had exposure to subtraction but not necessarily mastery*

NC Essential Standards Math

K.OA.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem

K.OA.5 Fluently add and subtract within 5

Geometry

Skill Developed	Lesson/ Materials	Outcomes
<ul style="list-style-type: none"> • Comparing and sorting objects • Combining shapes to make new shapes • Identify, extend and create patterns • Shapes nomenclature • Tactile experience of handling forms • Preparation for recognizing angles 	<ul style="list-style-type: none"> • Constructive Triangle boxes • Geometric Cabinet • Geometric Solids 	<ul style="list-style-type: none"> ✓ Child is able to describe objects in the environment using names of shapes ✓ Child is able to identify geometric solids and 2 dimensional shapes ✓ Child is able to compose simple shapes to form larger shapes

State Standards Alignment

**The Montessori Curriculum in Children's House sequence teaches multiplication before subtraction. Students will have had exposure to subtraction but not necessarily mastery*

NC Essential Standards Math

K.G.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to

K.G.2 Correctly name shapes regardless of their orientations or overall size

K.G.3 Identify shapes as 2-D or 3-D

K.G.4 Analyze and compare 2 and 3-D shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts and other attributes

K.G.5 Model shapes in the world by building shapes from components and drawing shapes

K.G.6 Compose simple shapes to form larger shapes

Measurement

Skill Developed	Lesson/ Materials	Outcomes
To give the child an opportunity to measure a variety of objects	<ul style="list-style-type: none"> • Number Rods • Introduction to ruler • Length • Balance Scale 	<ul style="list-style-type: none"> ✓ Child is able to compare and describe measurable attributes of objects

State Standards Alignment

**The Montessori Curriculum in Children's House sequence teaches multiplication before subtraction. Students will have had exposure to subtraction but not necessarily mastery*

NC Essential Standards Math

K.MD.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object

K.MD.2 Directly compare two objects with measurable attribute in common, to see which object has "more of" / "less of" the attribute, and describe the difference.

Supplemental/Transitional Materials		
Skill Developed	Lesson/ Materials	Outcomes
<p><i>*Students may have exposure to these materials and lessons, but not have mastered</i></p> <p>Fraction</p> <ul style="list-style-type: none"> To provide the child with an opportunity to explore the concept of fractions (whole, and half) <p>Money</p> <ul style="list-style-type: none"> To expose the child to the names and symbols for the corresponding coin value To introduce the concept of value and equivalences for money <p>Time</p> <ul style="list-style-type: none"> To introduce to the child the concept of the passage of time; day, week and month. To introduce to the child the symbols and language for the hour and the half hour <p>Graphing</p> <ul style="list-style-type: none"> Make predictions Exposure to simple bar graphs Collecting data 	<p>Fractions</p> <ul style="list-style-type: none"> Fraction lesson <p>Money</p> <ul style="list-style-type: none"> Introduction to vocabulary of coins and dollar bills Introduction to Money value <p>Time</p> <ul style="list-style-type: none"> Calendar Clock <ul style="list-style-type: none"> O'clock Half past 	<ul style="list-style-type: none"> Child is able to see objects in his/her world as whole, as well as, parts of a whole Child can identify whole and half Child has an understanding that money has purpose and value. Child has a solid foundation in the concept that time is segmented into seasons, months, days, hours and minutes Child is growing in their understanding that graphs provide data Child is able to apply information to answer questions and make predictions based on data gathered from graphs
State Standards Alignment		
<p><i>*The Montessori Curriculum in Children's House sequence teaches multiplication before subtraction. Students will have had exposure to subtraction but not necessarily mastery</i></p> <p>NC Essential Standards Math</p> <p>NC.1.G.3 Partition circles and rectangles into two and four equal shares. Describe the shares as halves and fourths, as half of and fourth of. Describe the whole as two of, or four of the shares. Explain that decomposing into more equal shares creates smaller shares.</p> <p>NC.1.MD.5 Identify quarters, dimes and nickels and relate their values to pennies.</p> <p>NC.MD.3 Tell and write time in hours and half-hours using analog and digital clocks.</p> <p>NC.1.MD.4 Organize, represent, and interpret data with up to three categories. Ask and answer questions about the total number of data points. Ask and answer questions about how many in each category. Ask and answer questions about how many more or less are in one category than in another.</p>		

Children's House Scope and Sequence

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LANGUAGE

Tier I



Oral Language

Skill Developed	Lesson/ Materials	Outcomes
<ul style="list-style-type: none"> • Expose the child to the beauty of language and enhance his own spoken language development • Development of vocabulary and language enrichment • Communication • Participating in group discussion • Listen responsively to stories and songs • Request, retell, describe stories • Ask/Answer questions • Control and correct grammar usage • Training of the ear for sound • Exposure and modeling of the main idea and retelling key details of a text 	<p>Receptive and Expressive Language Experience</p> <ul style="list-style-type: none"> • Conversation • Grace and courtesies • Stories, poetry, plays and songs • Object to object matching • Object to picture matching • Picture to picture matching • Rhyming • Sequencing • Sorting by category • Vocabulary and classification • Practicing social conversations • Geography and Science Folders • Cultural Studies • Sharing Day (Show and Tell) 	<ul style="list-style-type: none"> ✓ The child is able to communicate with adults and their peers, demonstrating age-appropriate skill in a variety of settings ✓ Child demonstrates an expanding vocabulary ✓ Child demonstrates the ability to listen respectfully to others ✓ Child is able to make connections through conversation and written information to develop a better understanding of their world ✓ Through spoken language, the children will express ideas, collaborate with others, and propose solutions. ✓ Develop a love for the beauty of literature and spoken language ✓ The child is efficient in the skills of: <ul style="list-style-type: none"> ○ phonemic awareness ○ rhyming ○ syllabication ○ letter sound association ○ sound segmentation ○ print awareness ○ alphabetic principle ○ Reading cvc words fluently ○ Pre-Primer sight word recognition ○ Understanding the difference between a question and statement ○ age appropriate comprehension of a variety of text ✓ With prompting and support child is able to do the following: <ul style="list-style-type: none"> ○ identify author and illustrator ○ can identify characters and settings in a story ○ retell the story using key details ○ can relate information from the story to their own experiences ○ can answer simple questions based on the storyline ○ Able to apply strategies to decode unknown or non-phonetic words using pictures or context clues ✓ Child is able to read beginning books at a DRA level 4.

State Standards Alignment

NC Essential Standards for Language

SL.K.1 - Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

SL.K.1a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussions).

SL.K.1b. Continue a conversation through multiple exchanges

SL.K.2 - Confirm understanding a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL.K.3 - Ask and Answer questions in order to seek help, get information, or clarify something that is not understood.

SL.K.4 - Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.6 - Speak audibly and express thoughts, feelings, and ideas clearly.

RL.K.1 - With prompting and support, ask and answer questions about key details in a text.

RL.K.2 - With prompting and support, retell familiar stories, including key details

RL.K.3 - With prompting and support, identify characters, settings, and major events in a story.

RL.K.4 - Ask and answer questions about unknown words in a text.

RL.K.5 - Recognize common types of texts (e.g., storybooks, poems).

RL.K.6 - With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

RL.K.7 - With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

RL.K.9 - With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

RL.K.10 - Actively engage in group reading activities with purpose and understanding.

RI.K.1 - With prompting and support, ask and answer questions about key details in a text.

RI.K.2 - With prompting and support, identify the main topic and retell key details of a text.

RI.K.3 - With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.K.4 - With prompting and support, ask and answer questions about unknown words in a text.

RI.K.5 - Identify the front cover, back cover, and title page of a book.

RI.K.6 - Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

RI.K.7 - With prompting and support, describe the relationship between illustration and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

RI.K.8 - With prompting and support, identify the reasons an author gives to support points in a text.

RI.K.9 - With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

RI.K.10 - Actively engage in group reading activities with purpose and understanding.

L.K.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.K.1b - Use frequently occurring nouns and verbs.

L.K.1c - Form regular plural nouns orally by adding /s/ or/es/ (e.g., dog, dogs; wish, wishes).

L.K.1d - Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

L.K.1e - Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

L.K.1f - Produce and expand complete sentences in shared language activities.

L.K.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

L.K.4a - Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).

L.K.4b - Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.

L.K.5 - With guidance and support from adults, explore word relationships and nuances in word meanings.

L.K.5a - Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

L.K.5b - Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

L.K.5c - Identify real-life connections between words and their use (e.g., note places at school that are colorful).

L.K.5d - Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

L.K.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

NC Essential Science Standards

K.L.1 - Compare characteristics of animals that make them alike and different from other animals and nonliving things

K.E.1 - Understand basic economic concepts

K.C&G.1 - Understand the roles of a citizen

K.C.1 - Understand how individuals are similar and different.

Pre-Reading Skills		
Skill Developed	Lesson/ Materials	Outcomes
<p>Goals: To prepare for reading by developing content, comprehension and self-expression and to give the child self confidence</p> <ul style="list-style-type: none"> Sequencing Manipulate sounds Classifying Training the ear for rhyming sound and sound segmenting Exposure and modeling of the main idea and retelling key details of a text 	<ul style="list-style-type: none"> Pre-Reading Listening Games- Directions, Sounds in the environment, Question Game, Pre-Reading Function of words Games- Preposition Game (tells you where something is), Adjective Game, The Adverb game Rhyming Syllable work I spy beginning, ending and middle sounds Classification cards- plant/animal, living/non-living, vertebrate/invertebrate, items you find in kitchen, living room, bedroom Care of Books Library Corner Reading Books in circle 	

State Standards Alignment

NC Essential Standards for Language

- RL.K.1** - With prompting and support, ask and answer questions about key details in a text.
- RL.K.2** - With prompting and support, retell familiar stories, including key details
- RL.K.3** - With prompting and support, identify characters, settings, and major events in a story.
- RL.K.4** - Ask and answer questions about unknown words in a text.
- RL.K.5** - Recognize common types of texts (e.g., storybooks, poems).
- RL.K.6** - With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
- RL.K.7** - With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
- RL.K.9** - With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
- RL.K.10** - Actively engage in group reading activities with purpose and understanding.
- RI.K.1** - With prompting and support, ask and answer questions about key details in a text.
- RI.K.2** - With prompting and support, identify the main topic and retell key details of a text.
- RI.K.3** - With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RI.K.4** - With prompting and support, ask and answer questions about unknown words in a text.
- RI.K.5** - Identify the front cover, back cover, and title page of a book.
- RI.K.6** - Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
- RI.K.7** - With prompting and support, describe the relationship between illustration and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- RI.K.8** - With prompting and support, identify the reasons an author gives to support points in a text.
- RI.K.9** - With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- RI.K.10** - Actively engage in group reading activities with purpose and understanding.
- RF.K.1** - Demonstrate understanding of the organization and basic features of print.
- a. Follow words from left to right, top to bottom, and page by page.
- RF.K1b**- Recognize that spoken words are represented in written language by specific sequences of letters.
- RF.K1c**- Understand that words are separated by spaces in print.
- RF.K1d**- Recognize and name all upper-and lowercase letters of the alphabet
- RF.K.2**- Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- RF.K2a**- Recognize and produce rhyming words.
- RF.K2b**- Count, pronounce, blend, and segment syllables in spoken words.
- RF.K2c**- Blend and segment onsets and rimes of single-syllable spoken words.
- RF.K2d**- Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
- RF.K2e**- Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- L.K.1** - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.K.1b**- Use frequently occurring nouns and verbs.
- L.K.1c**- Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
- L.K.1d**- Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- L.K.1e**- Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- L.K.1f**- Produce and expand complete sentences in shared language activities.
- L.K.4** - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- L.K.4a** - Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
- L.K.4b** - Use the most frequently occurring inflections and affixes (e.g.; -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.

L.K.5- With guidance and support from

adults, explore word relationships and nuances in word meanings.

L.K.5a- Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

L.K.5b- Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

L.K.5c - Identify real-life connections between words and their use (e.g., note places at school that are colorful).

L.K.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Composition/Creative Writing		
Skill Developed	Lesson/ Materials	Outcomes
<ul style="list-style-type: none"> • Child uses small movable alphabet to express thoughts and ideas in story format • Child shares thoughts and ideas through pictures, orally or in written story format 	<ul style="list-style-type: none"> • Using child’s art work have the child dictate a story to teacher • Small movable alphabet • Thoughts to paper 	<ul style="list-style-type: none"> ✓ Child understands that their thoughts and ideas can be recorded in print ✓ Child is able to see and appreciate creative writing as a way to express themselves ✓ Child will understand that a story has a character(s), conflict and an ending/resolution. ✓ With prompting and support the child can write a short story including the character, conflict and resolution using the Montessori materials ✓ Child is able to represent through illustration a story sequence
State Standards Alignment		

NC Essential Standards for Language

SL.K.5 - Add drawings or other visual displays to descriptions as desired to provide additional detail

L.K.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.K.2a. Capitalize the first word in a sentence and the pronoun I

L.K.2b. Recognize and name end punctuation.

L.K.2c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).

L.K.2d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

W.K.1 - Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).

W.K.2 - Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

W.K.3 - Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

W.K.5 - With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

W.K.7 - Participate in shared research and writing projects (e.g., explore a member of books by a favorite author and express opinions about them).

W.K.8 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Reading

Skill Developed	Lesson/ Materials	Outcomes
<ul style="list-style-type: none"> • Auditory discrimination of sounds in words • Association of symbols with sounds of letters via muscular, tactile, visual and auditory senses and memories, motor/ muscular, memory of the form of the letters • To realize that communication is possible via the written word • Transition from cursive to print • Decoding- practice reading skills, develop blending skills, develop confidence in reading words • To develop a developmentally appropriate sight word vocabulary • To be exposed to phonograms in words • Recognizes lower case letters in print • Exposure to the main idea and retelling key details of a text 	<ul style="list-style-type: none"> • I-spy beginning, ending, middle • Sandpaper letters (phonemes) • movable alphabet • Object box 1 and 2 • Blending 3 letter phonetic flash cards • Blending 4 letter phonetic flashcards • Blending compound words • Sentence strips • Beginning reading books in sequence • Puzzle words • Phonogram sounds • Phonogram reading folders 	<ul style="list-style-type: none"> ✓ see previous outcomes for language

State Standards Alignment

NC Essential Standards for Language

- RL.K.7-** With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
- RL.K.9 -** With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
- RL.K.10 -** Actively engage in group reading activities with purpose and understanding.
- RI.K.1 -** With prompting and support, ask and answer questions about key details in a text.
- RI.K.2 -** With prompting and support, identify the main topic and retell key details of a text.
- RI.K.3 -** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RI.K.4 -** With prompting and support, ask and answer questions about unknown words in a text.
- RI.K.5 -** Identify the front cover, back cover, and title page of a book.
- RI.K.6 -** Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
- RI.K.7 -** With prompting and support, describe the relationship between illustration and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- RI.K.8 -** With prompting and support, identify the reasons an author gives to support points in a text.
- RI.K.9-**With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- RI.K.10 -** Actively engage in group reading activities with purpose and understanding.
- RF.K.1 -** Demonstrate understanding of the organization and basic features of print.
- RF.K1a.** Follow words from left to right, top to bottom, and page by page.
- RF.K1b.** Recognize that spoken words are represented in written language by specific sequences of letters.
- RF.K1c.** Understand that words are separated by spaces in print.
- RF.K1d.** Recognize and name all upper-and lowercase letters of the alphabet
- RF.K.2-** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- RF.K.2a.** Recognize and produce rhyming words.
- RF.K.2b.** Count, pronounce, blend, and segment syllables in spoken words.
- RF.K.2c.** Blend and segment onsets and rimes of single-syllable spoken words.
- RF.K.2d.** Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/,/r/, or/x/.)
- RF.K.2e.** Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- RF.K.3 -** Know and apply grade-level phonics and word analysis skills in decoding words.
- RF.K.3a.** Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
- RF.K.3b.** Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
- RF.K.3c.** Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- RF.K.3d.** Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
- RF.K.4 -** Read emergent-reader texts with purpose and understanding
- L.K.1 -** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.K.1b.** Use frequently occurring nouns and verbs.
- L.K.1d.** Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- L.K.1e.** Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- L.K.1f.** Produce and expand complete sentences in shared language activities.
- L.K.4 -** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- L.K.4a -** Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
- L.K.4b -** Use the most frequently occurring inflections and affixes (e.g.,-ed,-s,re-,un-, pre-, -ful,-less) as a clue to the meaning of an unknown word.
- L.K.4c -** Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- L.K.6 -** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Handwriting		
Skill Developed	Lesson/ Materials	Outcomes
<ul style="list-style-type: none"> • Association of symbol with sounds of letters via muscular, tactile, visual and auditory sense and memory • Motor/ muscular; memory of the formation of the letters • Practice in proper formation of cursive letters • Practice in forming words connecting cursive letters • Practice in the orientation, placement and position of letters via the use of Montessori materials (left to right, top to bottom) • Develop penmanship skills • Self-expression • Formation of the capital letters • Correct hand position • Writes and recognizes name in cursive • Writes and recognizes alphabet in cursive • Exposure to writing for different purposes • Exposure to spacing and end of sentence punctuation 	<ul style="list-style-type: none"> • Tracing sandpaper letters • Movable alphabet • Metal inset • Letter formation basket • Individual letters on unlined chalkboard • Writing words on unlined chalkboard • Letter placement basket • Letters on lined chalkboard • Words on lined chalkboard • Letters and words on paper • Capital Letters • Practicing handwriting skills through writing sentences and poems 	<ul style="list-style-type: none"> ✓ Child demonstrates correct formation and placement of cursive lowercase letters ✓ Child is able to write legibly with an understanding of proper placement and spacing ✓ With prompting and support the child is able to capitalize the first word in a sentence and correctly use a period, question mark and exclamation point. ✓ Child is able to write his/her name in cursive using a capital letter. ✓ Child is able to copy words and phrases in cursive.

State Standards Alignment

NC Essential Standards for Language

L.K.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.K.1a-Write many upper-and lowercase letters

L.K.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.K.2a- Capitalize the first word in a sentence and the pronoun I

L.K.2b- Recognize and name end punctuation.

L.K.2c-Write a letter or letters for most consonant and short-vowel sounds (phonemes).

L.K.2d-Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

W.K.1 - Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).

W.K.2- Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

W.K.3 - Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

W.K.5 - With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

W.K.7 - Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

W.K.8- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Grammar		
Skill Developed	Lesson/ Materials	Outcomes
<ul style="list-style-type: none"> • Exposure to the function of a noun, article, adjective, verb • Exposure to alphabetical order 	<ul style="list-style-type: none"> • Function of words • Introduction to the grammar box • The Article • The Noun • The Adjective • Verb • Alphabetizing 	<ul style="list-style-type: none"> ✓ Child is growing in his/her awareness that words have specific functions

State Standards Alignment

NC Essential Standards for Language

L.K.5- With guidance and support from adults, explore word relationships and nuances in word meanings.

L.K.5d - Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.



Geography		
Skill Developed	Lesson/ Materials	Outcomes
<ul style="list-style-type: none"> • To help the child develop the concept of the shape of the earth and the concept of what is a model • To learn to use the land and water globe • to prepare the child for using more advanced globes and continent map • To give the child the relative locations and names of the continents and the concept of shape of the land masses of the earth. • Introduce the names of the oceans • Transitioning from globes to continent maps • To prepare for work with more abstract maps • Introduced to animals and plants by continent • Exposure to the labeling and coloring of maps • Exposure to flags of countries • Introduce the child to the concept of north, south, east and west 	<ul style="list-style-type: none"> • Land/Air/Water • Introducing Language that describes location and direction • Land and Water Globe • Continent Globe • Puzzle Maps <ul style="list-style-type: none"> ○ The World ○ North America ○ US ○ Europe ○ South America ○ Asia ○ Africa ○ Oceania • North, South, East, West • Landforms • Continent Folders • City and State Where we live • Flags 	<ul style="list-style-type: none"> ✓ The child has a growing awareness that they are a global citizen in a multicultural world ✓ Child is able to name the 7 continents ✓ Child understands the difference between land formation and bodies of water ✓ Child has an understanding that maps represent geographic areas
State Standards Alignment		
<p>NC Essential Social Studies Standards K.L.1 - Compare characteristics of animals that make them alike and different from other animals and nonliving things. K.G.1 - Use geographic representations and terms to describe surroundings. K.E.1 - Understand basic economic concepts</p>		

History		
Skill Developed	Lesson/ Materials	Outcomes
<ul style="list-style-type: none"> • To give the young child an initial sense of the basic units of time • To give the child the common vocabulary of times passage • To teach the child the names of the days of the week and the order in which they fall 	<ul style="list-style-type: none"> • The Language of Time • Calendar • Introduction to today, yesterday, and tomorrow • Days of the week • Months of the Year • Seasons • Introduction to clock 	
State Standards Alignment		
<p>NC Essential Social Studies Standards K.E.1 - Understand change and observable patterns of weather that occur from day to day and throughout the year. K.H.1- Understand change over time.</p>		

Cultural Enrichment		
Skill Developed	Lesson/ Materials	Outcomes
<ul style="list-style-type: none"> To provide the child with multi-sensory impressions of the people, lands, and cultures of other nations 	<ul style="list-style-type: none"> Presentations, crafts, music, cooking and art projects of the many cultural holidays and celebrations from various countries and cultures. 	
State Standards Alignment		
<p>NC Essential Social Studies Standards K.G.2- Understand the interaction between humans and the environment K.C.1 Understand how individuals are similar and different</p>		

Children's House Scope and Sequence

Internal Document



SCIENCE

Tier I



Life Science		
Skill Developed	Lesson/ Materials	Outcomes
<ul style="list-style-type: none"> Through the Life Science lessons the child is exposed to the wonder of life and develops a reverence for the intricacy and the interdependence of all life forms. The children use the skills they have gained in practical life, sensorial, language and math to conduct experiments, make observations, and draw conclusions 	<ul style="list-style-type: none"> Care of Self and environment activities (plant and animal care) Living/Non-Living -objects/cards Seasons Plant/Animal/Mineral Vertebrate/Invertebrate-objects/cards Animals of the world- objects/cards Zoology and Botany 3-part cards Classification of animals Lifecycles of living animals and insects 	<ul style="list-style-type: none"> ✓ Child demonstrates a reverence for the natural world around them and the intricacy and interdependence of all life forms ✓ Through Practical Life, Sensorial, Language, Mathematics and Scientific Studies, the child gains a better understanding of their world. ✓ The child is growing in his/her ability to observe, question and predict that will lead to understanding of scientific inquiry ✓ Child demonstrates an understanding of the similarities and differences between: <ul style="list-style-type: none"> • Vertebrates/Invertebrates • plant/animals • living/non-living
State Standards Alignment		
<p>NC Essential Science Standards K.L.1 - Compare characteristics of animals that make them alike and different from other animals and nonliving things K.G.2 - Understand the interaction between humans and the environment.</p>		

Physical Science		
Skill Developed	Lesson/ Materials	Outcomes
<ul style="list-style-type: none"> Exposure to and experimentation with physical properties to discover the natural laws of water, air, sound, light/vision, magnet/electricity, heat/friction, simple machines, and chemical reactions. The children use the skills they have gained in practical life, sensorial, language and math to conduct experiments, make observations, and draw conclusions 	<ul style="list-style-type: none"> Land air water animals/pictures Bells Sink and float Magnetic/Non-Magnetic Hard/Soft Solid/Liquid/Gas Simple Machine Work Balancing by weight, works 	<ul style="list-style-type: none"> ✓ Through the experimentation of physical properties, the child is growing in his/her ability to absorb and process information, leading to a better understanding of the natural world
State Standards Alignment		
<p>NC Essential Science Standards K.P.1 Understand the positions and motions of objects and organisms observed in the environment K.P.2 Understand how objects are described based on their physical properties and how they are used. K.L.1 Compare characteristics of animals that make them alike and different from other animals and nonliving things.</p>		

Earth Science		
Skill Developed	Lesson/ Materials	Outcomes
<ul style="list-style-type: none"> Exposure to and experimentation with the properties of the Earth and the changes in the land, air and water and how it affects our lives as well as the well-being of the planet. The children use the skills they have gained in practical life, sensorial, language and math to conduct experiments, make observations, and draw conclusions 	<ul style="list-style-type: none"> Weather and seasons activity Landforms Names of the Oceans Daily classroom recycling Cloud identification Weather calendar Day/night sequence cards Daily schedule Seasons categorization cards Volcano works Center of the earth works Solar System activities Rock exploration and identification 	<ul style="list-style-type: none"> ✓ Child exhibits a beginning awareness and appreciation for the complexity of our solar system, our planet within it, and their lives as global citizens in the world.
State Standards Alignment		
NC Essential Science Standards		
K.E.1 Understand change and observable patterns of weather that occur from day to day and throughout the year.		

Children's House Scope and Sequence

Internal Document



PHYSICAL & HEALTH EDUCATION

Tier I

Motor Skills		
Skill Developed	Lesson/ Materials	Outcomes
<ul style="list-style-type: none"> Through Physical Education lessons the child is exposed to 		
State Standards Alignment		
NC Essential P.E. and Health Standards K.MS.1- Apply competent motor skills and movement patterns needed to perform a variety of physical activities. K.MS.1.1- Execute recognizable forms of basic locomotor skills. K.MS.1.2- Use recognizable forms of the basic manipulative skills. K.MS.1.3- Create transitions between sequential locomotor skills. K.MS.1.4- Use non-locomotor and locomotor skills in response to even and uneven rhythms in order to integrate beat awareness.		

Movement Concepts		
Skill Developed	Lesson/ Materials	Outcomes
State Standards Alignment		
NC Essential P.E. and Health Standards PE.K.MC.2- Understand concepts, principles, strategies, and tactics that apply to the learning and performance of movement. PE.K.MC.2.1- Understand the meaning of words and terms associated with movement. PE.K.MC.2.2- Identify one or more of the essential elements of correct form for the five fundamental manipulative skills. PE.K.MC.2.3- Use teacher feedback to improve basic motor performance. PE.K.MC.2.4- Illustrate activities that increase heart rate.		

Health-Related Fitness		
Skill Developed	Lesson/ Materials	Outcomes
State Standards Alignment		
NC Essential P.E. and Health Standards K.HF.3- Understand the importance of achieving and maintaining a health-enhancing level of physical fitness. PE.K.HF.3.1- Recognize one or more of the five health-related fitness assessments and the associated exercises. PE.K.HF.3.2- Identify opportunities for increased physical activity. PE.K.HF.3.3- Select moderate-to-vigorous physical activity (MVPA) and sustain for periods of accumulated time.		

Personal/Social Responsibility		
Skill Developed	Lesson/ Materials	Outcomes
State Standards Alignment		
NC Essential P.E. and Health Standards K.PR.4- Use behavioral strategies that are responsible and enhance respect of self and others and value activity. PE.K.PR.4.1- Use basic strategies and concepts for working cooperatively in group settings . PE.K.PR.4.2- Understand how social interaction can make activities more enjoyable. PE.K.PR.4.3- Use safe practices when engaging in physical education activities.		

Mental and Emotion Health		
Skill Developed	Lesson/ Materials	Outcomes
State Standards Alignment		
<p>NC Essential P.E. and Health Standards K.MEH.1-Remember the association of healthy expression of emotions, mental health, and healthy behavior. K.MEH.1.1-Recognize feelings and ways of expressing them. K.MEH.1.2-Recall stressors and stress responses. K.MEH.1.3-Illustrate personal responsibility for actions and possessions.</p>		

Personal and Consumer Health		
Skill Developed	Lesson/ Materials	Outcomes
State Standards Alignment		
<p>NC Essentials P.E. and Health Standards K.PCH.1-Apply measures for cleanliness and disease prevention. K.PCH.1.1-Use steps of correct hand washing at appropriate times throughout the day. K.PCH.1.2-Illustrate proper tooth brushing techniques. K.PCH.1.3-Explain rationale for not sharing hygiene products (combs, brushes, toothbrushes). K.PCH.2-Understand necessary steps to prevent and respond to unintentional injury. K.PCH.2.1-Recognize the meanings of traffic signs and signals. K.PCH.2.2-Explain the benefits of wearing seat belts and bicycle helmets. K.PCH.2.3-Illustrate how to get help in an emergency. K.PCH.2.4-Identify appropriate responses to warning signs, sounds, and labels.</p>		

Interpersonal Communications and Relationships		
Skill Developed	Lesson/ Materials	Outcomes
State Standards Alignment		
<p>NC Essential P.E. and Health Standards K.ICR.1-Understand healthy and effective interpersonal communication and relationships. K.ICR.1.1-Explain reasons for sharing. K.ICR.1.2-Compare people in terms of what they have in common and how they are unique. K.ICR.1.3-Summarize protective behaviors to use when approached by strangers. K.ICR.1.4-Recognize bullying, teasing, and aggressive behaviors and how to respond.</p>		

Nutrition and Physical Activity		
Skill Developed	Lesson/ Materials	Outcomes
State Standards Alignment		
<p>NC Essential P.E. and Health Standards K.NPA.1- Understand MyPlate as a tool for selecting nutritious foods. K.NPA.1.1-Classify foods by groups in MyPlate. K.NPA.1.2- Recall foods and beverages beneficial to teeth and bones. K.NPA.1.3-Recall activities for fitness and recreation during out of school hours. K.NPA.2-Understand the importance of consuming a variety of nutrient dense foods and beverages in moderation. K.NPA.2.1-Recognize nutrient-dense foods in a list of foods that are culturally diverse. K.NPA.2.2-Summarize the importance of a healthy breakfast and lunch.</p>		

Alcohol, Tobacco and Other Drugs

Skill Developed	Lesson/ Materials	Outcomes
State Standards Alignment		
NC Essential P.E. Standards K.ATOD.1 -Understand how to use household products safely and medicines safely. K.ATOD.1.1 -Explain what is likely to happen if harmful household products are ingested or inhaled. K.ATOD.1.2 -Classify things found around the house as medicinal drugs or other (e.g. candy). K.ATOD.1.3 -Identify adults and professionals who can be trusted to provide safety information about household products and medicines. K.ATOD.1.4 -Use appropriate strategies to access help when needed in emergencies involving household products and medicines.		