**Trinity Lutheran School**

11503 German Church Rd.

Burr Ridge, IL 60527



An Explanation on Meeting the Illinois Early Learning Goals, Standards & Benchmarks for a

Play-Based Preschool Program

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**Preschool Curriculum**

**Mission Statement:** The purpose of Trinity Lutheran School is the total development of the child; spiritually, emotionally, intellectually, physically - as a Christian living out God’s purposes for one’s life in today’s world.

**Preschool Philosophy:** Trinity’s preschool is play-based focusing on the social and emotional development of each child. Trinity teachers believe in protecting the sanctity of childhood by helping each child to grow in their social, emotional, language, literacy, physical and cognitive development all while aiding in building up a child’s self-esteem to become masters of their own learning. Trinity teachers believe that each child is a unique gift from God and were fearfully and wonderfully made in the image of God. Genesis 1: 27 & Psalm 139: 14

Trinity’s Preschool is designed to help each child grow in all areas and is assessed through teacher observations using the Illinois Early Learning and Development Standards and Benchmarks.

***Language Arts***

***Goal 1***

***Demonstrate increasing competence in oral communication (listening and speaking).***

*Learning Standard 1.A*

*Demonstrate understanding through age-appropriate responses.*

*Preschool Benchmarks*

*1.A.ECa Follow simple one, two, and three step directions.*

Teachers will give multi-step directions to students when the whole class needs to transition from one area to another. Example: Children will be asked to zip up their backpacks, put their coats on, and line up at the door.

*1.A.ECb Respond appropriately to questions from others.*

During free play/choice, children will play with one another and use their communication skills. Questions from one child to the next will happen organically when children are playing and learning together.

*1.A.ECc Provide comments relevant to the context.*

During Jesus time, children will be asked questions by teachers and be allowed to comment on the Bible story being taught.

*1.A.ECd Identify emotions from facial expressions and body language.*

While children interact with one another during free play/choice, they will naturally become aware of another child’s emotions by observing their facial expressions and body language. Teachers will highlight these concepts when social conflicts occur.

*Learning Standard 1.B*

*Communicate effectively using language appropriate to the situation and audience.*

*Preschool Benchmarks*

*1.B.ECa Use language for a variety of purposes.*

Children will use their language skills for many reasons including asking for help, having a conversation with a teacher or a friend, or when role-playing.

*1.B.ECb With teacher assistance, participate in collaborative conversations with diverse partners (e.g., peers and adults in both small and large groups) about age-appropriate topics and texts.*

Children will have countless opportunities to engage in collaborative conversations during play time. Children will naturally make plans with each other, execute their plans, problem solve when necessary, make changes to the plan when needed, and the teacher will give aid when needed.

*1.B.ECc Continue a conversation through two or more exchanges.*

Children will converse with one another using multiple exchanges when given the time and opportunity during free play.

*1.B.ECd Engage in agreed upon rules for discussions (e.g., listening, making eye contact, taking turns speaking).*

When given the freedom and time to play with one another, children will organically engage in play which requires the creation of rules, listening to one another during the planning process, and taking turns sharing their ideas.

*Learning Standard 1.C*

*Use language to convey information and ideas.*

*Preschool Benchmarks*

*1.C.ECa Describe familiar people, places, things, and events and, with teacher assistance, provide additional detail.*

Children will engage in conversations with their peers and teacherts that relate to the people, places, things, and events they have experienced in their lives through play.

*Learning Standard 1.D*

*Speak using conventions of Standard English.*

*Preschool Benchmarks*

*1.D.ECa With teacher assistance, use complete sentences in speaking with peers and adults in individual and group situations.*

Teachers will model speaking in complete sentences and help guide children to do the same while they are communicating with teachers and peers.

*1.D.ECb Speak using age-appropriate conventions of Standard English grammar and usage.*

Through modeling and conversations with children, teachers will guide children in using age-appropriate language when speaking to adults and peers.

*1.D.ECc Understand and use question words in speaking.*

Teachers will guide and aid children to use the correct question words while conversing with adults and peers. Teachers will model this while they are speaking to children.

*Learning Standard 1.E*

*Use increasingly complex phrases, sentences, and vocabulary.*

*Preschool Benchmarks*

*1.E.ECa With teacher assistance, begin to use increasingly complex sentences.*

Through child-led play and exploration, conversations which require complex sentences happen child to child and teacher to child often and naturally. These complex sentences will increase throughout the school year as relationships form.

*1.E.ECb Exhibit curiosity and interest in learning new words heard in conversations and books.*

Children are naturally curious. They will automatically want to learn and use new words they hear their peers and teachers using as well as new words they hear in story books.

*1.E.ECc With teacher assistance, use new words heard in conversations and books, book-sharing experiences.*

Teachers will model using rich vocabulary while conversing with children. Children will hear, learn, and use new words while talking with their teacher and peers through play and reading books.

*1.E.ECd With teacher assistance, explore word relationships to understand the concepts represented by common categories of words (e.g., food, clothing, vehicles).*

Through using open-ended learning materials, children will naturally learn and understand word relationships and begin to group items together based on similarities between objects. Teachers will model this language while interacting with children.

*1.E.ECe With teacher assistance, use adjectives to describe people, places, and things.*

Through daily conversations between teacher and student, teachers will model using specific vocabulary that describes objects. Children will learn these words from their teacher and use them while talking to their peers.

***Goal 2***

***Demonstrate understanding and enjoyment of literature.***

*Learning Standard 2.A*

*Demonstrate interest in stories and books.*

*Preschool Benchmarks*

*2.A.ECa Engage in book-sharing experiences with purpose and understanding.*

Teachers will be intentional about having plenty of books available for children to use at all times. Teachers will sit and read books with children upon the children’s request. Teachers will rotate books frequently according to season and interests.

*2.A.ECb Look at books independently, pretending to read.*

Children will have access to books at all times. Teachers will provide a space in the environment for students to read books on their own, in groups, or with a teacher. Teachers will allow books to travel to different areas of the environment. For example, if a student wants to read a book to their baby doll in the kitchen area of the classroom, the teacher will allow and encourage this learning.

*Learning Standard 2.B*

*Recognize key ideas and details in stories.*

*Preschool Benchmarks*

*2.B.ECa With teacher assistance, ask and answer questions about books read aloud.*

Teachers will read and ask simple comprehension questions daily to children during Jesus time. Teachers will also read story books to children and ask simple questions about the story when asked to read stories during play/free choice.

*2.B.ECb With teacher assistance, retell familiar stories with three or more key events.*

Teachers will lead a Jesus time lesson/story each day. These Bible stories relate to one another, and the teacher will guide children to understand the connections between current stories and past stories.

*2.B.ECc With teacher assistance, identify main character(s) of the story.*

Teachers will teach book concepts to children such as characters while reading books to them. Teachers will help guide children to understand how to identify who the story is mainly about. Through reading stories frequently, children will learn this concept.

*Learning Standard 2.C*

*Recognize concepts of books.*

*Preschool Benchmarks*

*2.C.ECa Interact with a variety of types of texts (e.g., storybooks, poems, rhymes, songs).*

Teachers will be intentional about providing a variety of different types of texts in their environment. Children will have access to these texts all of the time.

*2.C.ECb Identify the front and back covers of books and display the correct orientation of books and page-turning skills.*

Teachers will observe children reading books independently and gently correct children if/when they are holding the book incorrectly or turning pages the wrong way. Teachers will model how to correctly hold the book and turn pages when reading books aloud to children.

*2.C.ECc With teacher assistance, describe the role of an author and illustrator.*

Teachers will teach the roles of authors and illustrators when reading a story aloud to children. Through repetition, children will be able to describe what an author and illustrator do for books.

*Learning Standard 2.D*

*Establish personal connections with books.*

*Preschool Benchmarks*

*2.D.ECa With teacher assistance, discuss illustrations in books and make personal connections to the pictures and story.*

While teachers are reading stories to children, they will allow time for children to comment on what they see and how the illustrations connect with them personally. Teachers will intentionally pick storybooks that relate to the interests of the children to ensure these connections are being made.

*2.D.ECb With teacher assistance, compare and contrast two stories relating to the same topic.*

Through reading daily Jesus time stories to children, teachers will lead the children to understand the concepts of comparing and contrasting two stories that relate to the same topic. Teachers will also teach these concepts while reading storybooks to children during free play/choice.

***Goal 3***

***Demonstrate interest in and understanding of informational text.***

*Learning Standard 3.A*

*Recognize key ideas and details in nonfiction text.*

*Preschool Benchmarks*

*3.A.ECa With teacher assistance, ask and answer questions about details in a nonfiction book.*

Teachers will be sure to have a variety of nonfiction and fiction books available for children to use at all times. While reading nonfiction books, teachers will take the time to help answer questions children ask about informational texts. Teachers will encourage children to ask and answer questions of their own.

*3.A.ECb With teacher assistance, retell detail(s) about main topics in a nonfiction book.*

Through conversations between teacher and student, retelling details about an informational text after reading the book will occur naturally and through teacher prompts.

***Goal 4***

***Demonstrate increasing awareness of and competence in emergent reading skills and abilities.***

*Learning Standard 4.A*

*Demonstrate understanding of the organization and basic features of print.*

*Preschool Benchmarks*

*4.A.ECa Recognize the differences between print and pictures.*

Teachers will create name tags for each student using their picture and name. Children will be able to see the difference between their picture and their written name. While reading stories, teachers will point out words, so children can see the differences between written language and pictures.

*4.A.ECb Begin to follow words from left to right, top to bottom, and page by page.*

Children will learn and practice these book concepts from listening to and watching the teacher read storybooks in large and small groups. Children may practice these concepts themselves during free play/choice.

*4.A.ECc Recognize the one-to-one relationship between spoken and written words.*

Children will understand there is a connection between words written on a page in a book and the words the teacher is saying while reading the book. The teacher will model pointing to words in the book as s/he is reading.

*4.A.ECd Understand that words are separated by spaces in print.*

Children will have access to books at all times. While they explore books and as teachers read books aloud, children will begin to understand that each word is separated by spaces in print.

*4.A.ECe Recognize that letters are grouped to form words.*

Teaches will have environmental print throughout the environment. Children will recognize when letters are grouped together it means it’s a specific word. Their name tags will be a large part of learning this concept.

*4.A.ECf Differentiate letters from numerals.*

Through environmental print, children will have access to learning that letters and numbers are different and serve different purposes. Teachers will model using numbers for counting and using letters/words for reading.

*Learning Standard 4.B*

*Demonstrate an emerging knowledge and understanding of the alphabet.*

*Preschool Benchmarks*

*4.B.ECa With teacher assistance, recite the alphabet.*

Teachers will have an alphabet strip in the environment which children can see and use in their play and learning daily. Teachers will sing the alphabet song with children during transitions.

*4.B.ECb Recognize and name some upper/lowercase letters of the alphabet, especially those in their own name.*

Teachers will have loose parts with both uppercase and lowercase letters on them that the children will have access to use daily during their play and learning. Children’s name tags will be used multiple times throughout the classroom environment for children to begin to learn and recognize the letters in their own name.

*4.B.ECc With teacher assistance, match some upper/lowercase letters of the alphabet.*

Teachers will have loose parts with both uppercase and lowercase letters on them for children to access daily in their play and learning.

*4.B.ECd With teacher assistance, begin to form some letters of the alphabet, especially those in own name.*

Teachers will have clipboards, writing tools, alphabet letters, and other letter manipulatives for children to use when practicing their writing and mark making.

*Learning Standard 4.C*

*Demonstrate an emerging understanding of spoken words, syllables, and sounds (phonemes).*

*Preschool Benchmarks*

*4.C.ECa Recognize that sentences are made up of separate words.*

Through reading stories aloud, singing songs, using rhyming words, doing finger plays, etc., teachers will help guide children in recognizing that sentences are made up of individual words.

*4.C.ECb With teacher assistance, recognize and match words that rhyme.*

Teachers will practice rhyming words with children through songs and books. Teachers may also line students up by making up rhyming words using their students’ names. Example: “You can line up if your name rhymes with candy. Andy, line up.”

*4.C.ECc Demonstrate ability to segment and blend syllables in words (e.g., “trac/tor, tractor”).*

Teachers will practice syllables with children by clapping out the syllables in words. Teachers will clap out the syllables in children’s names as part of a game or to have children line up or move onto another activity.

*4.C.ECd With teacher assistance, isolate and pronounce the initial sounds in words.*

Teachers will model this concept with children through word play. Teachers may choose to transition children from one activity to another by practicing this skill. Example: “Go get your snack if your name begins with the sound /s/. Sara, Sammy, and Scarlett, go get your snack.”

*4.C.ECe With teacher assistance, blend sounds (phonemes) in one-syllable words (e.g., /c/ /a/ /t/ = cat).*

This concept will not be an intentional lesson because it does not fit with our play-based teaching model, but it could very well happen organically between teacher and child. Teachers may teach this concept with children through word play and reading books.

*4.C.ECf With teacher assistance, begin to segment sounds (phonemes) in one-syllable words (e.g., cat = /c/ /a/ /t/).*

This concept will not be an intentional lesson because it does not fit with our play-based teaching model, but it could very well happen organically between teacher and child. Teachers may teach this concept with children through word play and reading books.

*4.C.ECg With teacher assistance, begin to manipulate sounds (phonemes) in words (e.g., changing cat to hat to mat).*

This concept will not be an intentional lesson because it does not fit with our play-based teaching model, but it could very well happen organically between teacher and child.Teachers may teach this concept with children through word play and reading books.

*Learning Standard 4.D*

*Demonstrate emergent phonics and word-analysis skills.*

*Preschool Benchmarks*

*4.D.ECa Recognize own name and common signs and labels in the environment.*

Teachers will have environmental print around the classroom as well as students’ name tags in several places in the classroom for children to see, learn, and recognize daily.

*4.D.ECb With teacher assistance, demonstrate understanding of the one-to-one correspondence of letters and sounds.*

This concept will not be an intentional lesson because it does not fit with our play-based teaching model, but it could very well happen organically between teacher and child.Teachers may teach this concept with children through word play and reading books.

*4.D.ECc With teacher assistance, begin to use knowledge of letters and sounds to spell words phonetically.*

This concept will not be an intentional lesson because it does not fit with our play-based teaching model, but it could very well happen organically between teacher and child. Teachers will always be willing to help guide children in writing phonetically if a child asks for assistance.

***Goal 5***

***Demonstrate increasing awareness of and competence in emergent writing skills and abilities.***

*Learning Standard 5.A*

*Demonstrate growing interest and abilities in writing.*

*Preschool Benchmarks*

*5.A.ECa Experiment with writing tools and materials.*

Children will have daily access to a variety of writing tools such as crayons, pencils, markers, stampers, paint brushes, clipboards, and paper to explore and practice writing.

*5.A.ECb Use scribbles, letterlike forms, or letters/words to represent written language.*

Children will have daily access to a variety of writing tools such as crayons, pencils, markers, stampers, paint brushes, clipboards, and paper to explore and practice writing.

*5.A.ECc With teacher assistance, write own first name using appropriate upper/lowercase letters.*

Teachers will not ask children to write their name as this concept does not fit with our play based model. If children ask for assistance, teachers will always be ready and willing to help children write their names.

*Learning Standard 5.B*

*Use writing to represent ideas and information.*

*Preschool Benchmarks*

*5.B.ECa With teacher assistance, use a combination of drawing, dictating, or writing to express an opinion about a book or topic.*

This concept will not be intentionally taught as a lesson by the teacher as it does not fit with our play-based model. Teachers will be ready and willing to help guide children with this learning if the child asks the teacher for help.

*5.B.ECb With teacher assistance, use a combination of drawing, dictating, or writing to compose information/explanatory texts in which they name what they are writing about and supply some information about the topic.*

This concept will not be intentionally taught as a lesson by the teacher as it does not fit with our play-based model. Teachers will be ready and willing to help guide children with this learning if the child asks the teacher for help.

*5.B.ECc With teacher assistance, use a combination of drawing, dictating, or writing to narrate a single event and provide a reaction to what happened.*

This concept will not be intentionally taught as a lesson by the teacher as it does not fit with our play-based model. Teachers will be ready and willing to help guide children with this learning if the child asks the teacher for help.

*Learning Standard 5.C*

*Use writing to research and share knowledge.*

*Preschool Benchmarks*

*5.C.ECa Participate in group projects or units of study-designed to learn about a topic of interest.*

This concept will not be intentionally taught as a lesson by the teacher as it does not fit with our play-based model. Teachers will be ready and willing to help guide children with this learning if the child asks the teacher for help.

*5.C.ECb With teacher assistance, recall factual information and share that information through drawing, dictation, or writing.*

This concept will not be intentionally taught as a lesson by the teacher as it does not fit with our play-based model. Teachers will be ready and willing to help guide children with this learning if the child asks the teacher for help.

**\*\*Many of the benchmarks in goals 4 and 5 are not applicable in a play-based preschool classroom. However, some children are ready for this kind of learning and do it because they want to. Teachers at Trinity meet each child where they are at. Some children will not be ready for writing or show any interest in drawing pictures during their preschool years. Some children will show a lot of interest in writing and seek a teacher’s help to build up their skills. Teachers understand each child develops at their own pace and will guide each child according to his/her needs in their own learning journey.\*\***

***Mathematics***

***Goal 6***

***Demonstrate and apply a knowledge and sense of numbers, including numeration and operations.***

*Learning Standard 6.A*

*Demonstrate beginning understanding of numbers, number names, and numerals.*

*Preschool Benchmarks*

*6.A.ECa Count with understanding and recognize “how many” in small sets up to 5.*

The teacher will be intentional about setting up the environment which provides children the opportunity for counting items daily such as having many loose parts, number magnets, counting blocks, number stampers, a number line, etc. Children will naturally count items during their play.

*6.A.ECb Use subitizing (the rapid and accurate judgment of how many items there are without counting) to identify the number of objects in sets of 4 or less.*

Teachers will provide many loose parts and math manipulatives along with different size containers the children may use in their play. While playing with the loose parts or math manipulatives, children will be able to subitize items through their play and repetition.

*6.A.ECc Understand and appropriately use informal or everyday terms that mean zero, such as “none” or “nothing.”*

Children will naturally hear and use words that mean zero in their daily play and learning.

*6.A.ECd Connect numbers to quantities they represent using physical models and informal representations.*

Teachers will provide materials in the play space that encourage children to naturally connect numbers and quantities of items to one another. For example, teachers may provide muffin tins with 6 or 12 slots in the kitchen area for children to explore using small loose parts.

*6.A.ECe Differentiate numerals from letters and recognize some single-digit written numerals.*

Teachers will provide a rich learning environment that will have both letters and numerals throughout the space for children to explore and learn at their own pace. Through story books, songs, and rhymes, children will be exposed to both letters and numerals and begin to understand they serve different purposes.

*6.A.ECf Verbally recite numbers from 1 to 10.*

Children will recite numbers from 1 to 10 in their play daily. They may count objects, count for hide and seek or other games, or count during story books, songs, and/or rhymes.

*6.A.ECg Be able to say the number after another in the series up to 9 when given a “running start,” as in “What comes after one, two, three, four…?”.*

Teachers will encourage children to help with counting during story books, songs, and rhymes. Students may also do this with one another during their play.

*Learning Standard 6.B*

*Add and subtract to create new numbers and begin to construct sets.*

*Preschool Benchmarks*

*6.B.ECa Recognize that numbers (or sets of objects) can be combined or separated to make another number.*

Through playing with loose parts, math manipulatives, and toys in the environment, children will gain an understanding that combining items with other items will make a greater number as well as the opposite; when playing with objects and separating items from a group, they will begin to understand the group becomes smaller with fewer items.

*6.B.ECb Show understanding of how to count out and construct sets of objects of a given number up to 5.*

Teachers will provide many opportunities within the environment that encourages learning and understanding of counting numbers to make sets up to 5 with materials such as math manipulatives, math counting games, displaying number lines, having loose parts with numerals on them, etc. Children may also learn this concept in story books, songs, and rhymes led by the teacher.

*6.B.ECc Identify the new number created when small sets (up to 5) are combined or separated.*

Children will practice and strengthen this skill when using small manipulatives and loose parts provided to them within their learning environment naturally through play.

*6.B.ECd Informally solve simple mathematical problems presented in a meaningful context.*

Children will practice and strengthen this skill when using small manipulatives and loose parts provided to them within their learning environment naturally through play.

*6.B.ECe Fairly share a set of up to 10 items between two children.*

Children will naturally split a group of items between each other while playing. This skill will be demonstrated by the teacher and strengthened through daily social interactions.

*Learning Standard 6.C*

*Begin to make reasonable estimates of numbers.*

*Preschool Benchmarks*

*6.C.ECa Estimate number of objects in a small set.*

Teachers will model the estimation of objects in a small set by using language such as “about” while conversing with children during their play or through reading stories.

*Learning Standard 6.D*

*Compare quantities using appropriate vocabulary terms.*

*Preschool Benchmarks*

*6.D.ECa Compare two collections to see if they are equal or determine which is more, using a procedure of the child’s choice.*

Teachers will provide scales and small loose parts for children to explore and compare two groups of items.

*6.D.ECb Describe comparisons with appropriate vocabulary, such as “more”, “less”, “greater than”, “fewer”, “equal to”, or “same as”.*

Teachers will model these comparing terms while interacting with children. Children will begin using these terms with one another through their play while using math manipulatives, loose parts, and toys.

***Goal 7***

***Explore measurement of objects and quantities.***

*Learning Standard 7.A*

*Measure objects and quantities using direct comparison methods and nonstandard units.*

*Preschool Benchmarks*

*7.A.ECa Compare, order, and describe objects according to a single attribute.*

Children will naturally do this while playing with loose parts and other toys/objects while stimulating and strengthening their positioning schema.

*7.A.ECb Use nonstandard units to measure attributes such as length and capacity.*

Children will naturally learn and strengthen this skill while playing, especially while using pots, pans, buckets, spoons, measuring cups, etc. in the sensory table and/or mud kitchen.

*7.A.ECc Use vocabulary that describes and compares length, height, weight, capacity, and size.*

Through conversations they have with their teacher and friends, children will naturally learn specific vocabulary which describes forms of measurement. This will especially happen while children are playing in the sensory table and/or mud kitchen.

*7.A.ECd Begin to construct a sense of time through participation in daily activities.*

Teachers will provide a consistent and predictable daily schedule which will allow children to be able to understand a sense of time of activities and order of events.

*Learning Standard 7.B*

*Begin to make estimates of measurements.*

*Preschool Benchmarks*

*7.B.ECa Practice estimating in everyday play and everyday measurement problems.*

Blocks of a variety of sizes will be available to children every day. Block play is a great way for children to naturally practice measurement skills. Teachers will also provide connecting cubes and other loose parts that children can use to strengthen their estimating and measurement skills.

*Learning Standard 7.C*

*Explore tools used for measurement.*

*Preschool Benchmarks*

*7.C.ECa With teacher assistance, explore use of measuring tools that use standard units to measure objects and quantities that are meaningful to the child.*

Teachers will provide a variety of measuring tools such as rulers, yard sticks, different sizes of blocks, connecting cubes, scales, and small loose parts for children to explore and use in their daily play.

*7.C.ECb Know that different attributes, such as length, weight, and time, are measured using different kinds of units, such as feet, pounds, and seconds.*

Teachers will explore different measurement tools with children which will lead to teaching and learning basic concepts of measurement from the teacher. This learning may also take place between children through peer interaction during play.

***Goal 8***

***Identify and describe common attributes, patterns, and relationships in objects.***

*Learning Standard 8.A*

*Explore objects and patterns.*

*Preschool Benchmarks*

*8.A.ECa Sort, order, compare, and describe objects according to characteristics or attributes.*

The environment will be rich with a variety of loose parts which will encourage children to explore and strengthen their skills in sorting, ordering, and comparing one object to another.

*8.A.ECb Recognize, duplicate, extend, and create simple patterns in various formats.*

Children will have access to many rich loose parts which they can use to create simple patterns during their play.

*Learning Standard 8.B*

*Describe and document patterns using symbols.*

*Preschool Benchmarks*

*8.B.ECa With adult assistance, represent a simple repeating pattern by verbally describing it or by modeling it with objects or actions.*

Teachers may lead the children in patterns using claps, sounds, words, and using loose parts. Patterns often appear in story books which teachers will read aloud to children.

***Goal 9***

***Explore concepts of geometry and spatial relations.***

*Learning Standard 9.A*

*Recognize, name, and match common shapes.*

*Preschool Benchmarks*

*9.A.ECa Recognize and name common two and three-dimensional shapes and describe some of their attributes (e.g., number of sides, straight or curved lines).*

The learning environment will be rich with many shapes children will be able to explore and play with. Through their own exploration, teacher guidance, and playing with their peers, children will learn the names of shapes and be able to recognize and name the differences between them.

*9.A.ECb Sort collections of two- and three-dimensional shapes by type (e.g., triangles, rectangles, circles, cubes, spheres, pyramids).*

Because children will have daily access to shapes within their environment to explore and manipulate, they will naturally sort shapes by type during their play.

*9.A.ECc Identify and name some of the faces (flat sides) of common three-dimensional shapes using two-dimensional shape names.*

Teachers will be sure children will have access to both two-dimensional and three-dimensional shapes to explore in the learning environment. Children will naturally learn about the different types of shapes by playing with them and talking about the shapes to their teacher and peers.

*9.A.ECd Combine two-dimensional shapes to create new shapes.*

When given the time and space to explore shapes, children will learn how combining shapes together will create new shapes. Teachers may also model this while playing with children. Children may also learn this by playing with their peers.

*9.A.ECe Think about/imagine how altering the spatial orientation of a shape will change how it looks (e.g., turning it upside down).*

Children will naturally do this while exploring and playing with different shapes and other loose parts.

*Learning Standard 9.B*

*Demonstrate an understanding of location and ordinal position, using appropriate vocabulary.*

*Preschool Benchmarks*

*9.B.ECa Show understanding of location and ordinal position.*

By having access to many different loose parts in the learning environment, children will engage in the positioning schema which helps them develop an understanding of ordinal position, location, classification, sequencing, patterning, and other math concepts.

*9.B.ECb Use appropriate vocabulary for identifying location and ordinal position.*

Children will learn and use the proper vocabulary for identifying location and ordinal position while engaging in the positioning schema through their play.

***Goal 10***

***Begin to make predictions and collect data information.***

*Learning Standard 10.A*

*Generate questions and processes for answering them.*

*Preschool Benchmarks*

*10.A.ECa With teacher assistance, come up with meaningful questions that can be answered through gathering information.*

Through teacher and children interactions during long stretches of open ended play, many questions will naturally come up between teacher and children on a variety of topics, and the teacher will model ways to investigate and find answers. Teachers may lead the children in simple experiments to find an answer or find books containing information about a certain topic.

*10.A.ECb Gather data about themselves and their surroundings to answer meaningful questions.*

Children will have access to writing materials and clipboards on a daily basis. Children will have long stretches of open ended play to collect and record data using these materials if they have questions they want answered. Teachers will model and lead children who are interested in this type of learning.

*Learning Standard 10.B*

*Organize and describe data and information.*

*Preschool Benchmarks*

*10.B.ECa Organize, represent, and analyze information using concrete objects, pictures, and graphs, with teacher support.*

Teachers may have graphs in the environment that represent specific information. For example, how many kids are boys or girls, how many kids are 3, 4, or 5 years old, etc. Teachers may help children create their own graphs or other ways to show data when the child shows an interest in learning this concept.

*10.B.ECb Make predictions about the outcome prior to collecting information, with teacher support and multiple experiences over time.*

Through teacher and child interactions, teachers will model how to make predictions before the answers are revealed. Teachers may ask open-ended and/or specific questions to help children start thinking of ideas on their own. Teachers will give the children time to come up with their own predictions.

*Learning Standard 10.C*

*Determine, describe, and apply the probabilities of events.*

*Preschool Benchmarks*

*10.C.ECa Describe the likelihood of events with appropriate vocabulary, such as “possible”, “impossible”, “always”, and “never”.*

Through teacher and child interactions as well as peer to peer interactions, rich vocabulary will be said, learned, and practiced daily. Teachers will give children long stretches of time of open-ended play for these learning concepts to happen organically every day.

***Science***

***Goal 11***

***Demonstrate curiosity about the world and begin to use the practices of science and engineering to answer questions and solve problems.***

*Learning Standard 11.A*

*Develop beginning skills in the use of science and engineering practices, such as observing, asking questions, solving problems, and drawing conclusions.*

*Preschool Benchmarks*

*11.A.ECa Express wonder and curiosity about their world by asking questions, solving problems, and designing things.*

Teachers will give children long stretches of time to be outdoors for open-ended, child-led play. During this time, children will automatically do this. Children do not need to be taught how to be curious and ask questions. Teachers will assist children with solving problems when they are needed.

*11.A.ECb Develop and use models to represent their ideas, observations, and explanations through approaches such as drawing, building, or modeling with clay.*

Children will have access to a variety of loose parts where they will be given the time to explore, use, build, and learn through using them. They will have access to blocks, clay, play doh, art materials, and many other items every single day.

*11.A.ECc Plan and carry out simple investigations.*

Teachers will give children long stretches of time for child-led play every day which will lead to children planning and carrying out their own investigations either individually, or with a small group of their peers. Teachers will provide a rich environment that will support these investigations.

*11.A.ECd Collect, describe, compare, and record information from observations and investigations.*

Children will be given countless opportunities to use a variety of loose parts during their play which will help them collect, describe, compare, and record information they find throughout their child-led investigations.

*11.A.ECe Use mathematical and computational thinking.*

Children will use their mathematical and computational thinking when using the loose parts and materials in their learning environment daily. Children will count, measure, build, separate, add, connect, etc. with these loose parts during their play.

*11.A.ECf Make meaning from experience and information by describing, talking, and thinking about what happened during an investigation.*

Children will naturally want to talk about their learning experiences with their teachers and/or peers. Teachers can support these discussions by asking children questions and listening to the children explain the process they went through during the experience.

*11.A.ECg Generate explanations and communicate ideas and/or conclusions about their investigations.*

Through teacher and children interactions as well as peer to peer interactions, children will discuss their conclusions on their investigations during play.

**\*\*The benchmarks in learning standard 11.A will occur naturally with children when they are given the time and space to explore the world around them. Teachers at Trinity understand this and will provide long stretches of time each day for children to explore, play, investigate, communicate, problem solve, and use their critical thinking skills in the rich environments they create both inside the school building and outside.\*\***

***Goal 12***

***Explore concepts and information about the physical, earth, and life sciences.***

*Learning Standard 12.A*

*Understand that living things grow and change.*

*Preschool Benchmarks*

*12.A.ECa Observe, investigate, describe, and categorize living things.*

Children will be given long stretches of time to be outside in nature. While in nature, they will use many senses to learn about living things. They will see insects, plants of many kinds, and have opportunities to see other creatures such as frogs, toads, snakes, and deer. Being amid the living things will organically produce conversations that help children investigate, ask questions, categorize, and learn more about them.

*12.A.ECb Show an awareness of changes that occur in oneself and the environment.*

Children will see the changes of the seasons in the way the leaves change color and fall from trees in their outdoor environment. They will observe caterpillars change into moths and butterflies. They will experience the change in weather because they will be immersed in the weather all throughout the year. They will experience change within themselves when their bodies grow stronger and they can do more physical challenges in their environment throughout the school year.

*Learning Standard 12.B*

*Understand that living things rely on the environment and/or others to live and grow.*

*Preschool Benchmarks*

*12.B.ECa Describe and compare basic needs of living things.*

At Trinity, children will spend a lot of time outdoors with living things such as plants and animals. From the experience they will have first hand with these living things, children will learn about what living things need in order to survive. They will have a basic understanding that their needs are similar and different from the needs of other living things such as birds. We will learn about how God created the world and all that is in it, and how He has provided everything we need and everything the plants and animals need.

*12.B.ECb Show respect for living things.*

Teachers at Trinity will be sure to teach children about respecting the living things that God created. When children find bugs, teachers will model how to be gentle with them. Children will be expected to put garbage in the proper receptacle because teachers will stress the importance of taking care of God’s creation. Children at Trinity will develop empathy for living things.

*Learning Standard 12.C*

*Explore the physical properties of objects.*

*Preschool Benchmarks*

*12.C.ECa Identify, describe, and compare the physical properties of objects.*

At Trinity, children will be provided many opportunities for sensory exploration both in the inside and outside classrooms. The inside classrooms have sensory tables that change contents often. In the outside classroom, children have access to a large sandbox and mud kitchens filled with water and mud. Children will also be given the opportunity to explore the creek area around the perimeter of the school. In this particular part of the environment, they will have access to many different physical properties such as soft, wet, cold, hard, sticky, gooey, etc.

*12.C.ECb Experiment with changes in matter when combined with other substances.*

Children will have the opportunity for many mixing opportunities. They can mix sand, water, dirt, mud, paint, glue, shaving cream, water colors, corn starch, etc. They will authentically learn that mixing different things together can create different consistencies/changes in matter. Children will also be outside in all weather such as rain and snow. They will experience first hand how the elements change: rain dries up with the sun, snow melts into water, etc.

*Learning Standard 12.D*

*Explore concepts of force and motion.*

*Preschool Benchmarks*

*12.D.ECa Describe the effects of forces in nature.*

Because children at Trinity will be outside a lot of the time, they will be surrounded by opportunities to use their bodies in big ways such as riding bikes, pushing, pulling, and lifting large loose parts such tires which will help them develop an understanding of the effects of forces in nature. They will also experience wind and see first hand how it moves trees, bushes, and other objects.

*12.D.ECb Explore the effect of force on objects in and outside the early childhood environment.*

Children will have long stretches of time to explore the outside environment which has a playground. When they swing on the swings, go up and down the slides, ride bikes, play with wooden blocks, play in the sandbox and mud kitchens, they will explore and experience first hand the effects of forces on objects like gravity. They will experience momentum while swinging, riding bikes, and going down slides. They will also experience the difference of speed while going down a dry slide versus a wet slide when it is raining outside.

*Learning Standard 12.E*

*Explore concepts and information related to the Earth, including ways to take care of our planet.*

*Preschool Benchmarks*

*12.E.ECa Observe and describe characteristics of earth, water, and air.*

Children at Trinity will be outside and experience the earth, water, and air every day. Being outdoors will allow for many conversations about the earth and all that is in it. Children will be able to describe characteristics of the earth, water, and air along with having a deeper understanding of these concepts because they will be immersed in them on a daily basis.

*12.E.ECb Participate in discussion about simple ways to take care of the environment.*

At Trinity, teachers will lead children in a religion class each day. During “Jesus time,” children will learn about God creating this beautiful world and how it’s our job to take care of it. We will help keep our environment clean by throwing our trash away into a garbage can, recycling paper we use, as well as picking up any litter we find in our environment.

*Learning Standard 12.F*

*Explore changes related to the weather and seasons.*

*Preschool Benchmarks*

*12.F.ECa Observe and discuss changes in weather and seasons using common vocabulary.*

At Trinity, children will not learn about weather and seasons during a circle time inside a classroom during calendar time. They will learn so much more about these concepts because they will be outside to experience the weather and the seasons with their whole bodies which will result in deep understanding.

***Goal 13***

***Understand important connections and understanding in science and engineering.***

*Learning Standard 13.A*

*Understand rules to follow when investigating and exploring.*

*Preschool Benchmarks*

*13.A.ECa Begin to understand basic safety practices one must follow when exploring and engaging in science and engineering investigations.*

Children in Trinity’s preschool will be conducting science experiments and participate in engineering on a daily basis. Teachers will set boundaries in the environment and share them with the children regularly. Teachers will help the children understand safety rules as they come up within the learning environment.

*Learning Standard 13.B*

*Use tools and technology to assist with science and engineering investigations.*

*Preschool Benchmarks*

*13.B.ECa Use nonstandard and standard scientific tools for investigation.*

Children will be provided with many materials to help them investigate the world around them such as magnifying glasses, small loose parts, pipettes, measuring cups, different sized containers, tweezers, and much more.

*13.B.ECb Become familiar with technological tools that can aid in scientific inquiry.*

Teachers may use their smartphones to identify living things in the outdoor environment such as insects and plants. Teachers may also use their smartphone or computer to research the living things children find in their environment in order to learn more. Teachers will share their findings with the children.

***Social Studies***

***Goal 14***

***Understand some concepts related to citizenship.***

*Learning Standard 14.A*

*Understand what it means to be a member of a group and community.*

*Preschool Benchmarks*

*14.A.ECa Recognize the reasons for rules in the home and early childhood environment and for laws in the community.*

Teachers will set safety rules the children are expected to follow at school. Teachers will explain why the rules are important and how they will keep everyone safe. Children will observe police officers sitting in our school parking lot keeping watch for speeding vehicles. This experience may lead into a conversation about traffic laws and why it’s important we have them in our community.

*14.A.ECb Contribute to the well-being of one’s early childhood environment, school, and community.*

Teachers will set expectations for the children to all participate in clean up time. Teachers will have various jobs for the children to do such as line leader, caboose, botanist, altar helper, and flag holder. The children will gain ownership of their environments and have an understanding of why they need to take care of them.

*Learning Standard 14.B*

*Understand the structures and functions of the political systems of Illinois, the United States, and other nations.*

*Preschool Benchmarks*

*Not Applicable*

*Learning Standard 14.C*

*Understand ways groups make choices and decisions.*

*Preschool Benchmarks*

*14.C.ECa Participate in voting as a way of making choices.*

Mostly, children will participate in this voting process during their play with each other when disagreements happen. Teachers may model this when helping the children solve conflicts.

*Learning Standard 14.D*

*Understand the role that individuals can play in a group or community.*

*Preschool Benchmarks*

*14.D.ECa Develop an awareness of what it means to be a leader.*

Children will take turns being the line leader. The line leader helps build the altar at Jesus time and holds the flag for the Pledge of Allegiance. There are other jobs that the students will help the teacher with such as watering the classroom plants. Children will learn that there is responsibility with being a leader.

*14.D.ECb Participate in a variety of roles in the early childhood environment.*

Along with the classroom jobs, children will put themselves into different roles during their play such as pretending to be a doctor, teacher, mommy, baby, dog, monster, etc. There are many dramatic play materials inside the classroom for the children to use.

*Learning Standard 14.E*

*Understand United States foreign policy as it relates to other nations and international issues.*

*Preschool Benchmarks*

*Not Applicable*

*Learning Standard 14.F*

*Understand the development of the United States’ political ideas and traditions.*

*Preschool Benchmarks*

*Not Applicable*

***Goal 15***

***Explore economic systems and human interdependence.***

*Learning Standard 15.A*

*Explore roles in the economic system and workforce.*

*Preschool Benchmarks*

*15.A.ECa Describe some common jobs and what is needed to perform those jobs.*

In our dramatic play area of the classroom, we have several different dress up clothes that are job specific such as a firefighter, police officer, chef, mommy, daddy, train conductor, etc. While playing outside, students will have opportunities to see many working people in the community such as landscapers, builders, road construction workers, EMTs, firefighters, and police officers as they see their vehicles drive past our school with their emergency lights on. Because of their exposure to these adult jobs, children will talk about them and learn about them.

*15.A.ECb Discuss why people work.*

As stated above, the children will have many opportunities to see adults at work. This will naturally spark conversations about why adults work. We often discuss what our moms and dads do for work. We also have many books about adults working in their various work spaces.

*Learning Standard 15.B*

*Explore issues of limited resources in the early childhood environment and world.*

*Preschool Benchmark*

*15.B.ECa Understand that some resources and money are limited.*

In our outside play space, we have a large sandbox and two water tables. Teachers will fill the water tables once each morning, and once each afternoon. Once the water is gone, the children have to wait until the next fill up time. Teachers talk about why we can’t keep filling the water tables because of us being good stewards of our resources. The same goes for the sandbox. Children learn that once the sand is gone, they have to wait until the next fill up.

*Learning Standard 15.C*

*Understand that scarcity necessitates choices by producers.*

*Preschool Benchmarks*

*Not Applicable*

*Learning Standard 15.D*

*Explore concepts about trade as an exchange of goods or services.*

*Preschool Benchmarks*

*15.D.ECa Begin to understand the use of trade or money to obtain goods and services.*

This happens often and naturally in the play based classroom. Children will create different shops/stores where they sell items to other children playing. There is often an exchange of “money” for the goods or services. Children may also trade toys with one another during their play.

*Learning Standard 15.E*

*Understand the impact of government policies and decisions on production and consumption in the economy.*

*Preschool Benchmarks*

*Not Applicable*

***Goal 16***

***Develop an awareness of the self and his or her uniqueness and individuality.***

*Learning Standard 16.A*

*Explore his or her self and personal history.*

*Preschool Benchmarks*

*16.A.ECa Recall information about the immediate past.*

Teachers often ask children to think about and remember our Jesus time stories, so they can further build upon their knowledge. While navigating through social conflicts and situations, teachers will often remind the child of the events that just took place to try and help them understand the situation better. This happens through open communication between the teacher and student.

*16.A.ECb Develop a basic awareness of self as an individual.*

Children at Trinity will learn that they are unique gifts from God and were intentionally, fearfully, and wonderfully made by our Creator. (Psalm 139: 13-14.) Teachers will emphasize the importance and goodness of our differences.

*Learning Standard 16.B*

*Understand the development of significant political events.*

*Preschool Benchmarks*

*Not Applicable*

*Learning Standard 16.C*

*Understand the development of economic systems.*

*Preschool Benchmarks*

*Not Applicable*

*Learning Standard 16.D*

*Understand Illinois, United States, and world social history.*

*Preschool Benchmarks*

*Not Applicable*

*Learning Standard 16.E*

*Understand Illinois, United States, and world environmental history.*

*Preschool Benchmarks*

*Not Applicable*

***Goal 17***

***Explore geography, the child’s environment, and where people live, work, and play.***

*Learning Standard 17.A*

*Explore environments and where people live.*

*Preschool Benchmarks*

*17.A.ECa Locate objects and places in familiar environments.*

Teachers at Trinity put a lot of thought into creating developmentally appropriate environments for the children, both inside and outside. Children will become familiar with the environments, develop a sense of ownership over the environments, so they can navigate, play, and learn independently at school. Because of their ownership over the space, children will be able to locate materials they need to play and learn each day.

*17.A.ECb Express beginning geographic thinking.*

Children at Trinity will spend a lot of time outside in our outdoor play space. On our property, there are hills, a small creek, grass, trees, and a large field for the children to explore. Being exposed to these different parts of nature will automatically give children an awareness of geography.

*Learning Standard 17.B*

*Analyze and explain characteristics and interactions of the Earth’s physical systems.*

*Preschool Benchmarks*

*Not Applicable*

*Learning Standard 17.C*

*Understand relationships between geographic factors and society.*

*Preschool Benchmarks*

*Not Applicable*

*Learning Standard 17.D*

*Understand the historical significance of geography.*

*Preschool Benchmarks*

*Not Applicable*

***Goal 18***

***Explore people and families.***

*Learning Standard 18.A*

*Explore people, their similarities and their differences.*

*Preschool Benchmarks*

*18.A.ECa Recognize similarities and differences in people.*

Through playing with other children all day, every day, children will naturally begin to notice similarities and differences between each other. Children will use their sense of sight to notice who has the same hair color, skin color, etc. Children will use their sense of sight to notice the difference between boys and girls. Children will also notice similarities and differences in the clothing they wear.

*Learning Standard 18.B*

*Develop an awareness of self within the context of family.*

*Preschool Benchmarks*

*18.B.ECa Understand that each of us belongs to a family and recognize that families vary.*

Teachers encourage parents to send family photos to school. Teachers will display the photos where the students can see them. Children will notice that each family is different. They will notice how many siblings each other has, if there is a family pet, and other details about each other’s families. Children will also learn about each other’s families by talking with one another during their play.

*Learning Standard 18.C*

*Understand how social systems form and develop over time.*

*Preschool Benchmarks*

*Not Applicable*

***Physical Development and Health***

***Goal 19***

***Acquire movement skills and understand concepts needed to explore the environment, support learning, and engage in health-enhancing activity.***

*Learning Standard 19.A*

*Demonstrate physical competency and control of large and small muscles.*

*Preschool Benchmarks*

*19.A.ECa Engage in active play using gross and fine motor skills.*

Children at Trinity are provided long stretches of time for free play. We spend a lot of time outdoors. While children are outdoors, they have access to our playground, tricycles, peddle cars, big open areas to run, and hills to roll/slide down which all promote opportunities for gross motor development. We have a sandbox, wooden blocks, writing materials, water tables, and small loose parts that the children have access to daily which promotes opportunities for fine motor development. In our indoor environment, there are many activities that strengthen fine motor development such as art materials, small loose parts and toys, play doh, and puzzles. The children also have access to a large gym for gross motor development while indoors.

*19.A.ECb Move with balance and control in a range of physical activities.*

Children at Trinity will be given long stretches of outdoor play each day. While children are playing outdoors, they will strengthen their vestibular and proprioceptive senses by swinging, climbing, moving heavy objects, and riding on tricycles and peddle cars. Having a strengthened vestibular system and proprioception means that children will have better balance and control over their knowledge of where their bodies are in time and space.

*19.A.ECc* *Use strength and control to accomplish tasks.*

Children will have access to a variety of loose parts ranging in size from big to small. During their long free play time, children will use these loose parts in their play. Their play is intentional. They will use their physical and cognitive strength to accomplish their intended goals. These goals are set by the children.

*19.A.ECd Use eye-hand coordination to perform tasks.*

Each day, students will practice getting themselves dressed in the proper outdoor clothing. In order to successfully put their socks and shoes on, their rainsuit on, and warm outdoor clothing such as snow pants, hats, and mittens, they will use and strengthen their hand-eye coordination.

*19.A.ECe Use writing and drawing tools with some control.*

Children will have access to writing and drawing tools every day both in our inside and outside environments.

*Learning Standard 19.B*

*Demonstrate awareness and coordination of body movements.*

*Preschool Benchmarks*

*19.B.ECa Coordinate movements to perform complex tasks.*

Every day during our play based preschool, children will have a great amount of time to move their bodies in all sorts of ways. Our outdoor environment provides many opportunities for children to move their bodies in complex ways. For example, children may swing on the swingset, climb on the monkey bars, ride on the tricycles and/or peddle bikes, move our large tires around the play space, and build structures with our outdoor wooden blocks. The complex tasks they perform are intrinsically motivated and directed.

*19.B.ECb Demonstrate body awareness when moving in different spaces.*

Children demonstrate body awareness while moving every day when they avoid running into one another on the playground and when they stop peddling their tricycle or car to avoid crashing into another friend. Children at Trinity have strong proprioception because of the long stretches of gross motor play they are offered daily which helps them know where their body is in relation to other people and objects.

*19.B.ECc Combine large motor movements with and without the use of equipment.*

Children often use their large muscles during their play without using any equipment. For example, children may play tag games, hide and seek, and other running games. Children will also use their large muscles during their play while using equipment such as playing on our playground, riding on our tricycles and peddle bikes, or playing with our big loose parts.

*Learning Standard 19.C*

*Demonstrate knowledge of rules and safety during activities.*

*Preschool Benchmarks*

*19.C.ECa Follow simple safety rules while participating in activities.*

Children at Trinity will be outside in their outdoor play space a lot of the time they are at school. Our property is so vast, so the teachers put up orange cones in the parking lot and grassy field as boundaries. The children are taught about these boundaries, and they follow the rule of not going past the cones. Children also follow the rule of no running in our indoor classroom because there isn’t enough space to allow that big movement safely.

***Goal 20***

***Develop habits for lifelong fitness.***

*Learning Standard 20.A*

*Achieve and maintain a health-enhancing level of physical fitness.*

*Preschool Benchmarks*

*20.A.ECa Participate in activities to enhance physical fitness.*

Children participate in activities that enhance their physical fitness every day at Trinity. Our large outdoor play space promotes this, and children are given long periods of time to play outdoors which allows them to move their bodies in big ways which enhances their physical fitness.

*20.A.ECb Exhibit increased levels of physical activity.*

Children exhibit increased levels of physical activity when playing on the playground, riding bikes/cars, playing in the Gaga Ball pit, and playing in our open play space each and every day at Trinity.

*Learning Standard 20.B*

*Assess individual fitness levels.*

*Preschool Benchmarks*

*Not Applicable*

*Learning Standard 20.C*

*Set goals based on fitness data and develop, implement, and monitor an individual fitness improvement plan.*

*Preschool Benchmarks*

*Not Applicable*

***Goal 21***

***Develop team-building skills by working with others through physical activity.***

*Learning Standard 21.A*

*Demonstrate individual responsibility during group physical activities.*

*Preschool Benchmarks*

*21.A.ECa Follow rules and procedures when participating in group physical activities.*

Preschoolers at Trinity will not be made to participate in teacher led physical activities. However, during play, children will automatically make up their own games that have rules and procedures to follow. Children will hold one another accountable in following the rules of the game.

*21.A.ECb Follow directions, with occasional adult reminders, during group activities.*

During play, social conflicts will occur. Teachers will assist as needed in reminding the children to show respect to each other by following the rules of the game they are playing. Teachers will also remind children as needed to sit and listen quietly during Jesus time which is a whole group activity.

*Learning Standard 21.B*

*Demonstrate cooperative skills during structured group physical activities.*

*Preschool Benchmarks*

*21.B.ECa Demonstrate ability to cooperate with others during group physical activities.*

Children at Trinity’s preschool have the opportunity to work on this skill each and every day during free play. Children naturally seek out play with their peers. During play, children will have to cooperate with their playmates in order for the play to remain positive and fun. Social conflicts will occur at times, but these moments allow for strengthening in communication, problem solving, and social & emotional skills.

***Goal 22***

***Understand principles of health promotion and prevention and treatment of illness and injury.***

*Learning Standard 22.A*

*Explain the basic principles of health promotion, illness prevention, treatment, and safety.*

*Preschool Benchmarks*

*22.A.ECa Identify simple practices that promote healthy living and prevent illness.*

Children will be taught how to properly wash their hands before snack, lunch, after blowing their noses, etc. and why it’s important. They will also be taught how to catch their sneezes and coughs in the crook of their elbows.

*22.A.ECb Demonstrate personal care and hygiene skills, with adult reminders.*

Children at Trinity are required to be toilet trained which means they can independently take care of their bathroom needs which includes manipulating their clothing while in the bathroom. They will also be expected to clean up after themselves after snack time, lunch time, and play time.

*22.A.ECc Identify and follow basic safety rules.*

Teachers will be clear on what the safety rules are at school. Children will be expected to follow the safety rules every day during their time at school. Teachers will remind children about the rules as needed. Each morning, the children will check in with their teacher and agree to these three statements: I will be safe, I will show God’s love, and I will help clean up.

*Learning Standard 22.B*

*Describe and explain the factors that influence health among individuals, groups, and communities.*

*Preschool Benchmarks*

*Not Applicable*

*Learning Standard 22.C*

*Explain how the environment can affect health.*

*Preschool Benchmarks*

*Not Applicable*

***Goal 23***

***Understand human body systems and factors that influence growth and development.***

*Learning Standard 23.A*

*Describe and explain the structure and functions of the human body systems and how they interrelate.*

*Preschool Benchmarks*

*23.A.ECa Identify body parts and their functions.*

One way the children at Trinity will learn their body parts is when they practice dressing themselves for outdoor play. They will need to know that hats go on their heads, coats go over their shoulders, snow pants go over their legs, boots go on their feet, etc. Children will learn what their body parts are capable of and what their functions are while they are given extended periods of time for free play. They will understand that their hands are used for smooshing, coloring, painting, eating, stacking, etc. They will learn how their legs are used for running, jumping, walking, tip-toeing, etc. They will use their eyes to aid in their playing and learning every single day.

*Learning Standard 23.B*

*Identify ways to keep the body healthy.*

*Preschool Benchmarks*

*23.B.ECa Identify examples of healthy habits.*

Children will understand how washing hands is important before eating. Children will be taught the importance of using tissues to wipe noses, and how to catch their sneezes and coughs into the crooks of their elbows.

*23.B.ECb Identify healthy and nonhealthy foods and explain the effect of these foods on the body.*

Teachers will help children learn and understand the difference between healthy foods, and unhealthy foods. During lunch time, children will be encouraged to eat the main course/healthy foods first and to save their desserts and unhealthy snacks for last. Some children eat our hot lunch program. They get to choose two snacks to go along with the main course. They have to take at least one snack from the healthy tray. Teachers will explain how healthy foods help their bodies grow and give them good energy. Teachers will also stress the importance of taking care of our bodies which God created by eating healthy food.

*Learning Standard 23.C*

*Describe factors that affect growth and development.*

*Preschool Benchmarks*

*Not Applicable*

***Goal 24***

***Promote and enhance health and well-being through the use of effective communication and decision-making skills.***

*Learning Standard 24.A*

*Demonstrate procedures for communicating in positive ways, resolving differences, and preventing conflict.*

*Preschool Benchmarks*

*Refer to Social/Emotional Development*

*Learning Standard 24.B*

*Apply decision-making skills related to the protection and promotion of individual health.*

*Preschool Benchmarks*

*Not Applicable*

*Learning Standard 24.C*

*Demonstrate skills essential to enhancing health and avoiding dangerous situations.*

*Preschool Benchmarks*

*24.C.ECa Participate in activities to learn to avoid dangerous situations.*

Throughout the school year, children will practice several fire drills and inclement weather drills. Teachers will also point out any hazards in or around the play environment to children and explain why it’s unsafe. For example, next to our sledding hill is a small trench filled with cement pieces and rocks. Teachers explain and show children the rusted poles sticking out of the cement pieces throughout the whole trench and emphasize the reason we can’t play there is because it’s not safe.

***The Arts***

***Goal 25***

***Gain exposure to and explore the arts.***

*Learning Standard 25.A*

*Investigate, begin to appreciate, and participate in the arts.*

*Preschool Benchmarks*

*25.A.ECa Movement and Dance: Build awareness of, explore, and participate in dance and creative movement activities.*

During Jesus time, there are many songs with actions/dance moves teachers will teach the children that go along with the Bible stories. Children will also participate in our annual Christmas program where they will sing songs with actions. Teachers often play music for the children to sing and dance to during free play time.

*25.A.ECb Drama: Begin to appreciate and participate in dramatic activities.*

Teachers intentionally prepare a dramatic play section in their learning environment which includes dress up clothes, kitchens with loose parts, pots, pans, spoons, baby dolls with accessories, purses and bags, and cleaning toys such as brooms and mops. Children have access to this play area every day in their inside classroom.

*25.A.ECc Music: Begin to appreciate and participate in music activities.*

Children who attend school for the full day will participate in music class once per week with the school’s music teacher. Children have access to musical instruments both inside and outside in their learning environments. Teachers often play music from their stereos for children to sing to and dance to during free play time. Children will also sing songs during Jesus time and sing songs in our annual Christmas program.

*25.A.ECd Visual Arts: Investigate and participate in activities using visual arts materials.*

Teachers have art centers inside their classrooms that the children can access at any time during play time. Inside the art center there are a variety of items the children can use independently such as paint, paintbrushes, crayons, markers, scissors, glue sticks, liquid glue, pipe cleaners, pony beads, stickers, stamps and ink pads, paper, googly eyes, pom poms, etc. The children also have access to an art cart in the outside learning environment. Process art is what teachers at Trinity promote.

*Learning Standard 25.B*

*Display an awareness of some distinct characteristics of the arts.*

*Preschool Benchmarks*

*25.B.ECa Describe or respond to their creative work or the creative work of others.*

Teachers at Trinity promote process art with their students which gives children the ownership of their own creativity. This encourages children to have a sense of pride in their work because it is THEIR work. Children enjoy showing and talking about their masterpieces to one another and to their teachers. Teachers display children’s work in the classroom for all to see.

***Goal 26***

***Understand that the arts can be used to communicate ideas and emotions.***

*Learning Standard 26.A*

*Understand processes, traditional tools, and modern technologies used in the arts.*

*Preschool Benchmarks*

*Not Applicable*

*Learning Standard 26.B*

*Understand ways to express meaning through the arts.*

*Preschool Benchmarks*

*26.B.ECa Use creative arts as an avenue for self-expression.*

Children have the freedom during their long periods of play time to express themselves using creative arts. Through process art, children create their own unique masterpieces. There is no wrong way. There is no end result that someone else created that they have to get to. They get to create however and whatever they want. Process art is 100% self-expression for each individual child. During play time, children have access to a variety of musical instruments. They have the freedom to use the instruments however they like which promotes self-expression. When teachers play music from their stereos during play time, children can dance however they wish to express themselves in that way.

***Goal 27***

***Understand the role of the arts in civilizations, past and present.***

*Learning Standard 27.A*

*Analyze how the arts function in history, society, and everyday life.*

*Preschool Benchmarks*

*Not Applicable*

*Learning Standard 27.B*

*Understand how the arts shape and reflect history, society, and everyday life.*

*Preschool Benchmarks*

*Not Applicable*

***English Language Learner/Home Language Development***

***Goal 28***

***Use the home language to communicate within and beyond the classroom.***

Trinity school does not have an ELL/HLD department, therefore, we can not meet these preschool standards and benchmarks.

***Goal 29***

***Use the home language to make connections and reinforce knowledge and skills across academic and social areas.***

Trinity school does not have an ELL/HLD department, therefore, we can not meet these preschool standards and benchmarks.

***Social/Emotional Development***

***Goal 30***

***Develop self-management skills to achieve school and life success and develop positive relationships with others.***

*Learning Standard 30.A*

*Identify and manage one’s emotions and behavior.*

*Preschool Benchmarks*

*30.A.ECa Recognize and label basic emotions.*

Children, with the help of the teachers, will experience and begin to recognize their own different emotions and the ever changing emotions of their peers on a daily basis.

*30.A.ECb Use appropriate communication skills when expressing needs, wants, and feelings.*

Teachers at Trinity spend a lot of time teaching children the language to use when they are experiencing different emotions such as happy, sad, mad, or when they need or want something. Teachers will also spend much time on teaching children how to handle situations when their friends are experiencing different emotions. There are many opportunities for this learning to take place during the long stretches of play time teachers offer each day.

*30.A.ECc Express feelings that are appropriate to the situation.*

Teachers at Trinity validate children’s emotions. Teachers respond with compassion and love when helping a child navigate their emotions and teach age-appropriate ways to help the child get through their emotion all while emphasizing that it is okay to have these emotions and feelings.

*30.A.ECd Begin to understand and follow rules.*

Children will be expected to follow the safety rules at school which the teacher puts in place. Children will be expected to respect their teachers and peers by showing God’s love throughout the day.

*30.A.ECe Use materials with purpose, safety, and respect.*

One way children will show God’s love is to not only respect their teachers and peers, but to also respect the environments they use. This includes handling our materials/toys in appropriate ways which allows optimal learning and fun for everyone involved.

*30.A.ECf Begin to understand the consequences of his or her behavior.*

Teachers will hold children accountable for their actions. When a child misbehaves, with love and forgiveness that comes from Jesus, teachers will tell the child what was wrong with their behavior and guide them in ways to correct the behavior and/or make the situation better by fixing the mistake or apologizing if needed. Teachers will emphasize apologies and forgiveness because we are all sinners and are in need of our Savior, Jesus. Romans 3:23-24 “For all have sinned and fall short of the glory of God, and are justified by his grace as a gift, through the redemption that is in Christ Jesus.”

*Learning Standard 30.B*

*Recognize own uniqueness and personal qualities.*

*Preschool Benchmarks*

*30.B.ECa Describe self using several basic characteristics.*

Teachers will highlight the beauty that is our uniqueness. Psalm 139: 14 “I praise you, for I am fearfully and wonderfully made.” Children will be valued and loved by their teachers. They will see their differences as positive attributes. Mirrors are set up in the inside environments for children to have access to look at themselves during their play. By using their sense of sight, children will see the color of their skin, hair, and eyes; they will notice they are taller or shorter than some of their peers; they will recognize the differences between children and adults.

*Learning Standard 30.C*

*Demonstrate skills related to successful personal and school outcomes.*

*Preschool Benchmarks*

*30.B.ECa Exhibit eagerness and curiosity as a learner.*

Children are natural born learners. God created them to be curious and have a desire to learn about the world around them. They do this best when they are able to explore their environments using their whole bodies and when given long periods of time for free exploration and play. Teachers at Trinity create environments that encourage and foster children’s curiosity and learning.

*30.B.ECb Demonstrate persistence and creativity in seeking solutions to problems.*

Children will have many opportunities during their play to solve problems as they occur. Social conflicts happen often in the early childhood setting, but also other problems such as toy malfunctions or not having enough of something. Teachers will assist children as needed and give ideas to help solve the problem. Throughout the school year, children will start solving some problems on their own without a teacher’s assistance because they have been given the time and tools they need to solve problems independently.

*30.B.ECc Show some initiative, self direction, and independence in actions.*

As children mature and become familiar with the school environment, peers, and teachers, children will gain independence that is age appropriate. Teachers at Trinity encourage children to be autonomous and be leaders in their own learning.

*30.B.ECd Demonstrate engagement and sustained attention in activities.*

At Trinity, children are very likely to become engaged and focused in an activity because they are given long stretches of time for free, self-chosen play. When children intrinsically seek out an activity, they will have focus and attention because they want to be there. They want to learn and explore. Teachers are intentional about giving children the time and opportunity for this type of engagement because growing attention spans and focus are important parts of child development.

***Goal 31***

***Use social-awareness and interpersonal skills to establish and maintain positive relationships.***

*Learning Standard 31.A*

*Develop positive relationships with peers and adults.*

*Preschool Benchmarks*

*31.A.ECa Show empathy, sympathy, and caring for others.*

Children at Trinity will learn about the love of God every single day. They will also be encouraged to show the people around them God’s love by being kind and respectful. Ephesians 4: 32 says “Be kind to one another, tenderhearted, forgiving one another, as God in Christ forgave you.”

*31.A.ECb Recognize the feelings and perspectives of others.*

Teachers will help children see and understand other people’s feelings. Teachers will teach children ideas on how they can help others when they are sad or mad. Teachers will encourage children to listen to one another’s ideas during their play. With practice and consistency, children will start recognizing other people’s feelings and listen to other people’s ideas without teacher support. 1 Thessalonians 5: 11 “Therefore encourage one another and build one another up, just as you are doing.”

*31.A.ECc Interact easily with familiar adults.*

Teachers at Trinity understand the necessity to build strong and loving relationships with each child. A solid relationship between child and teacher will result in optimal learning and growing. Romans 12:10a “Love one another with brotherly affection.”

*31.A.ECd Demonstrate attachment to familiar adults.*

Teachers at Trinity understand they are caregivers for the young children that enter their classrooms. As relationships build between child and teacher, both child and teacher will be connected to one another through the love that is in Christ Jesus. The environments the teachers create will be safe, loving, and encouraging, which will allow the child to feel safe and give them a sense of attachment to their teacher.

*31.A.ECe Develop positive relationships with peers.*

Children at Trinity will be given long stretches of uninterrupted play time which encourages social interactions with peers. God created people to be social and desire relationships with others. Children will strengthen their social relationships with their friends at school during their play time.

*Learning Standard 31.B*

*Use communication and social skills to interact effectively with others.*

*Preschool Benchmarks*

*31.B.ECa Interact verbally and nonverbally with other children.*

During play, children will have interactions with other children around them because they will share the same play space and/or toys with other children. In order for play to occur within close proximity to another child, they have to interact with one another. This happens naturally for children when given the time and space for independent play-which teachers at Trinity give every day.

*31.B.ECb Engage in cooperative group play.*

Children at Trinity have many opportunities to engage in group play because teachers offer long stretches of time for child-led play. As children get more familiar with one another as the school year progresses, more group play occurs. Children naturally understand how to plan out play, assign roles for each person, and execute the play. Trinity offers a mixed-age preschool with children three years old to five years old. Oftentimes, the three year olds learn these cooperation skills by observing their older peers.

*31.B.ECc Use socially appropriate behavior with peers and adults, such as helping, sharing, and taking turns.*

Children at Trinity are taught to show God’s love to one another. Teachers model this behavior when working with other teachers and students. Teachers encourage children to take turns with toys and will help the waiting child find something else to do while they wait. Teachers understand the importance of delayed gratification. Teachers also expect children to help with cleaning up after themselves after they eat snacks and lunch, and help clean up toys when playtime is over.

*Learning Standard 31.C*

*Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.*

*Preschool Benchmarks*

*31.C.ECa Begin to share materials and experiences and take turns.*

Teachers encourage children to take turns with materials and toys. If there is a lot of a specific material that several children want to use, the teacher may model splitting the materials into smaller groups so each child can have a group of that material. When there are only a few things, and not enough to split into smaller groups, teachers will help children take turns. At Trinity, teachers do not set timers for sharing. Instead, they allow for a child to be finished with a toy on their own terms before they need to give another child a turn.

*31.C.ECb Solve simple conflicts with peers with independence, using gestures or words.*

Teachers at Trinity emphasize this every time a social conflict occurs. Teachers model the language children should use when they are unhappy with a peer, and the teacher also models the action the child should take to make the situation better. As the year progresses and children practice this skill alongside a teacher, the more independent they become and should start independently solving their own social conflicts. Younger students often learn these skills from their older peers as well.

*31.C.ECc Seek adult help when needed to resolve conflict.*

There are times when children can not solve a social conflict on their own. When this happens, children are taught to find a teacher for help. The teacher will go through the proper motions to model solving the conflict with the children involved.

***Goal 32***

***Demonstrate decision-making skills and behaviors in personal, school, and community contexts.***

*Learning Standard 32.A*

*Begin to consider ethical, safety, and societal factors in making decisions.*

*Preschool Benchmarks*

*32.A.ECa Participate in discussions about why rules exist.*

Teachers go over safety rules many times during the beginning of the school year and as needed throughout the rest of the school year. Teachers explain to children we need to have these rules to keep them safe. Teachers allow for a back and forth dialogue between child and teacher to help deepen the understanding and acceptance of the safety rules. Many times children will remind one another of safety rules-this especially happens between older children and younger children.

*32.A.ECb Follow rules and make good choices about behavior.*

Teachers hold children accountable for their actions. Children understand the expectations their teachers have for them. When good choices are made, teachers may praise a child to foster positive reinforcement.

*Learning Standard 32.B*

*Apply decision-making skills to deal responsibly with daily academic and social situations.*

*Preschool Benchmarks*

*32.B.ECa Participate in discussions about finding alternative solutions to problems.*

Teachers get down to a child’s level to discuss with them about ways to solve their problem. Teachers model the language to use as well as assist them while they attempt to solve the problem. Teachers handle these situations with patience. This helps build a trusting relationship between the child and teacher. Teachers at Trinity are called to help children “with all humility and gentleness, with patience, bearing with one another in love.” Ephesians 4:2

*Learning Standard 32.C*

*Contribute to the well-being of one’s school and community.*

*Preschool Benchmarks*

*Refer to Social Studies, Standard 14.A*