

WESTLAKE EARLY CHILDHOOD PROGRAM
2018 – 2019
THEME & STANDARDS CALENDAR
IB YEAR A

KEY: C: Cognition & General Knowledge LL – Language & Literacy ATL: Approaches Towards Learning
 SE: Social & Emotional Development P/M: Physical Well Being & Motor Development

WEEK OF	THEME	LTR/ NUM	TRANSDICIPLINARY THEMES	STANDARDS
Aug. 29 -30. 1	Back to School Baseball/Sports		Who We Are	SE: Self – Self-Concept <ul style="list-style-type: none"> Identify the diversity in human characteristics & how people are similar & different. Compare own characteristics with those of others. SE: Relationships – Attachment
Sept. 4 -6 (3 Days)	All About Me Baseball/Sports		Who We Are	<ul style="list-style-type: none"> Seek security & support from familiar adults in anticipation of challenging situations. Express affection for familiar adults. Separate from familiar adults in a familiar setting with minimal distress. SE: Relationships – Interactions with Adults <ul style="list-style-type: none"> Engage in extended, reciprocal conversations with familiar adults. ATL: Initiative – Planning, Action, & Reflection <ul style="list-style-type: none"> Use prior knowledge & information to assess, inform, & plan for future actions & learning. ATL: Creativity – Expression of Ideas & Feelings Through the Arts <ul style="list-style-type: none"> Express individuality life experiences, & what they know & are able to do through a variety of media. P/M: Physical Well-Being – Safety Practices <ul style="list-style-type: none"> With modeling & support identify the consequences of unsafe behavior. With modeling & support, demonstrate ability to follow transportation & pedestrian safety rules. With modeling & support, identify & follow basic safety rules. With modeling & support, demonstrate ability to follow emergency routines. Identify ways adults help to keep us safe. P/M: Physical Well-Being – Physical Activity <ul style="list-style-type: none"> Demonstrate basic understanding that physical activity helps the body grow & be healthy. P/M: Motor Development – Small Muscle: Touch, Grasp, Reach, Manipulate <ul style="list-style-type: none"> Use classroom & household tools independently with eye-hand coordination to carry out activities. Coordinate the use of hands, fingers, & wrists to manipulate objects & perform tasks requiring precise movements. P/M: Motor Development – Large Muscle – Balance & Coordination <ul style="list-style-type: none"> Use non-locomotor skills with control, balance, & coordination during active play (e.g., bending, stretching, & twisting). Demonstrate spatial awareness in physical activity or movement.
Sept. 10 -13	All About Me Baseball/Sports	L	Who We Are	

- P/M: Physical Well-Being – Nutrition
 - Distinguish nutritious from non-nutritious foods.
 - Demonstrate basic understanding that eating a variety of foods helps the body grow & be healthy.
- C: Cognitive Skills – Memory
 - Recreate complex ideas, events/situations with personal adaptations.
- C: Cognitive Skills – Symbolic Thought
 - Participate cooperatively in complex pretend play, involving assigned roles & an overall plan.
- C: Mathematics – Number Sense – Number Sense & Counting
 - Identify & name numerals 1-9.
- C: Mathematics – Geometry – Spatial Relationships
 - Demonstrate understanding of the relative positions of objects using terms such as in/on/under, up/down, inside/outside, above/below, beside/between, in front of/behind, & next to.
- C: Mathematics – Measurement & Data – Describe & Compare Measurable Attributes
 - Measure length & volume (capacity) using non-standard or standard measurement tools.
- C: Social Studies – Government – Rules & Laws
 - With modeling & support, demonstrate understanding that rules play an important role in promoting safety & protecting fairness.
- C: Social Studies – Government – Civic Participation Skills
 - Understand that everyone has rights & responsibilities within a group.
- C: Social Studies – Geography – Human Systems
 - Identify similarities & differences of personal, family, & cultural characteristics, & those of others.
- C: Social Studies – History – Historical Thinking & Skills
 - Develop & awareness of his/her personal histories.
- C: Social Studies – Geography – Heritage
 - Develop and awareness & appreciation of family cultural stories & traditions.
- LL: Listening & Speaking – Expressive Language
 - With modeling & support, use the conventions of Standard English (Grammar).
 - Describe familiar people, places, things, & experiences.
 - Use language to communicate in a variety of ways with other to share observations, ideas, & experiences; problem-solve, reason, predict, & seek new information.
- LL: Reading – Reading Comprehension
 - With modeling & support, discuss some similarities & differences between two texts on the same topic (e.g., illustrations, descriptions).
 - With modeling & support, describe, categorize & compare & contrast information in informational text.
- LL: Reading – Print Concepts
 - Demonstrate an understanding of basic conventions of print in English & other languages.
- LL: Reading – Letter & Word Recognition
 - With modeling & support, recognize & “read” familiar words or environmental print.

				<ul style="list-style-type: none"> • With modeling & support, recognize & name some upper & lower case letters in addition to those in first name. • With modeling & support, demonstrate understanding that alphabet letters are a special category of symbols that can be named & identified. <p>LL: Writing – Writing Application & Composition</p> <ul style="list-style-type: none"> • With modeling & support from adults, begin to discuss & respond to questions from others about the writing/ drawing. <p>LL: Writing – Writing Process</p> <ul style="list-style-type: none"> • With modeling & support, prints letters of own name & other meaningful words with mock letters and some actual letters.
Sept. 17 - 20	3D Shapes	F	How We Organize Ourselves	<p>SE: Relationships – Peer Interactions & Relationships</p> <ul style="list-style-type: none"> • Interact with peers in more complex pretend play including planning, coordination of roles, & cooperation. <p>ATL: Initiative – Initiative & Curiosity</p> <ul style="list-style-type: none"> • Seek new & varied experiences and challenges (takes risks). • Demonstrates self-direction while participating in a range of activities & routines. <p>ATL: Initiative – Planning, Action, & Reflection</p> <ul style="list-style-type: none"> • Develop, initiate, & carry out simple plans to obtain a goal. <p>P/M: Motor Development – Sensory-Motor</p> <ul style="list-style-type: none"> • Regulate reactions to external sensory stimuli in order to focus on complex tasks or activities. <p>P/M: Physical Well-Being – Body Awareness</p> <ul style="list-style-type: none"> • Identify & describe the function of body parts. <p>P/M: Physical Well-Being – Physical Activity</p> <ul style="list-style-type: none"> • Participate in structured & unstructured active physical play exhibiting strength & stamina. <p>P/M: Physical Well-Being – Self-Help</p> <ul style="list-style-type: none"> • Independently complete personal care tasks (e.g., toileting, teeth-brushing, hand-washing, dressing, etc.). <p>C: Cognitive Skills – Reasoning & Problem Solving</p> <ul style="list-style-type: none"> • Demonstrate ability to solve everyday problems based on past experiences. <p>C: Mathematics – Number Relationships & Operations – Number Relationships</p> <ul style="list-style-type: none"> • Count to solve simple addition & subtraction problems with totals smaller than 8, using concrete objects <p>C: Mathematics – Measurement & Data – Describe & Compare Measurable Attributes</p> <ul style="list-style-type: none"> • Describe and compare objects using measurable attributes (e.g., length, size, capacity, & weight). • Order objects by measurable attributes (e.g., biggest to smallest, etc.).
Sept. 24 - 27	3D Shapes	E	How We Organize Ourselves	
Oct. 1 - 4	5 Senses	H	How We Organize Ourselves	
Oct. 8 - 11	5 Senses	T	How We Organize Ourselves	
Oct. 15-18	Apples/Colors/Fall	I		
Oct. 22 - 25	Apples/Colors/Fall	U	How We Organize Ourselves	
Oct. 29 - Nov. 1	Where We Live	C	How We Organize Ourselves	<p>C: Mathematics – Algebra – Patterning</p> <ul style="list-style-type: none"> • Recognize, duplicate, & extend simple patterns using attributes such as color, shape, or size. • Create patterns. <p>C: Mathematics: Algebra – Group & Categorize</p> <ul style="list-style-type: none"> • Sort and classify objects by one or more attributes (e.g., size, number).

Nov. 5 - 8	Where We Live	O	How We Organize Ourselves	<p>C: Mathematics – Geometry – Analyze, Compare, & Create Shapes</p> <ul style="list-style-type: none"> • Compare two-dimensional shapes, in different sizes & orientations, using informal language. • Combine simple shapes to form larger shapes. • Create shapes during play by building, drawing, etc.
Nov. 12 - 15	Thanksgiving/ Family	Q	Who We Are	<p>C: Mathematics – Geometry – Identify & Describe Shapes</p> <ul style="list-style-type: none"> • Understand & use names of shapes when identifying objects. • Names three-dimensional objects using informal, descriptive vocabulary (e.g., “cube” for box, “ice-cream cone” for cone, “ball” for sphere, etc.). <p>C: Social Studies – Geography – Spatial Thinking & Skills</p> <ul style="list-style-type: none"> • Demonstrate a beginning understanding of maps as actual representations of places. <p>C: Social Studies – History – Historical Thinking & Skills</p> <ul style="list-style-type: none"> • Demonstrate an understanding of time in the context of daily experiences. <p>C: Science – Life Science – Exploration of Living Things</p> <ul style="list-style-type: none"> • With modeling & support, demonstrate knowledge of body parts & bodily processes (e.g., eating, sleeping, breathing, walking) in humans & other animals. • With modeling & support, identify & explore the relationship between living things & their environment (e.g., habitats, food, eating habits, etc.). <p>C: Science – Science Inquiry & Application – Inquiry</p> <ul style="list-style-type: none"> • Use simple tools to extend investigations. • Describe, compare, sort, classify, & order. • Identify patterns & relationships. <p>C: Science - Earth & Space Science – Exploration of the Natural World</p> <ul style="list-style-type: none"> • With modeling & support, recognize familiar elements of the natural environment & understand that these may change over time (e.g., soil, weather, sun, & moon). <p>LL: Listening & Speaking – Expressive Language</p> <ul style="list-style-type: none"> • Identify real-life connections between words and their use. (Vocabulary) • With modeling & support, explore relationships between word meanings (e.g., categories of objects, opposites, verbs describing similar actions – <i>walk, march, prance</i>, etc.). (Vocabulary) • With modeling & support, use words acquired through conversation & shared reading experiences. (Vocabulary) <p>LL: Listening & Speaking – Social Communication</p> <ul style="list-style-type: none"> • With modeling & support, follow typical patterns when communicating with others (e.g., listen to others, takes turns talking & speaks about the topic or text being discussed). <p>LL: Reading – Reading Comprehension</p> <ul style="list-style-type: none"> • With modeling & support, identify the topic of an informational text that has been read aloud. <p>LL: Reading – Letter & Word Recognition</p> <ul style="list-style-type: none"> • With modeling & support, recognize the sounds associated with letters. <p>LL: Writing – Writing Process</p> <ul style="list-style-type: none"> • With modeling & support, demonstrate letter formation in “writing”.

				<ul style="list-style-type: none"> Using a 3-finger grasp of dominant hand to hold a writing tool. LL: Writing – Writing Application & Composition <ul style="list-style-type: none"> With modeling & support, explore a variety of digital tools to express ideas.
Nov. 19 (1 Day)	Family/Thanksgiving		Who We Are	
Nov. 26 – 29	Community Workers	G	Who We Are	
Dec. 3 - 6	Community Workers	S	Who We Are	
Dec. 10 - 13	Holiday Gingerbread	I	Who We are	
Dec. 17 -20	Holiday Gingerbread	D	Who We are	
Jan. 7 – 10	Nursery Rhymes	Rev.	How We Express Ourselves	SE: Self – Awareness & Expression of Emotion <ul style="list-style-type: none"> Recognize & identify own emotions & the emotions of others. Communicate a range of emotions in socially acceptable ways. SE: Self – Self-Regulation <ul style="list-style-type: none"> Manage the expression of feelings, thoughts, impulses & behaviors with minimal guidance from adults. SE: Relationships – Peer Interactions & Relationships <ul style="list-style-type: none"> Display socially competent behavior with peers. With modeling & support, negotiate to resolve social conflicts with peers. SE: Relationships – Interactions with Adults <ul style="list-style-type: none"> Request & accepts guidance from familiar adults. SE: Relationships – Empathy <ul style="list-style-type: none"> Express concern for the needs of others & people in distress. ATL: Creativity – Expression of Ideas & Feelings Through the Arts <ul style="list-style-type: none"> Express interest in & show appreciation for the creative work of others. ATL: Creativity – Innovation & Invention <ul style="list-style-type: none"> Use imagination & creativity to interact with objects & materials. Use creative & flexible thinking to solve problems. Engage in inventive social play. P/M: Motor Development – Large Muscle, Balance, & Coordination
Jan. 14 - 17	Nursery Rhymes	P	How We Express Ourselves	

Jan. 22 - 24 (3 Days)	Authors	B	How We Express Ourselves	<ul style="list-style-type: none"> • Demonstrate coordination in using objects during active play (e.g., throwing, catching, kicking balls, riding tricycle). • Demonstrate locomotor skills with control, coordination & balance during active play (e.g., running, hopping, skipping). <p>P/M: Motor Development – Oral-Motor</p> <ul style="list-style-type: none"> • Demonstrate increasingly complex oral-motor skills such as drinking through a straw, blowing bubbles, or repeating a tongue twister. <p>P/M: Physical Well-Being – Self-Help</p> <ul style="list-style-type: none"> • Follow basic health practices. <p>C: Cognitive Skills – Memory</p> <ul style="list-style-type: none"> • Communicate about past events & anticipate what comes next during familiar routines & experiences. <p>C: Cognitive Skills – Symbolic Thought</p> <ul style="list-style-type: none"> • Demonstrates understanding that symbols carry meaning & use symbols to represent thinking (e.g., drawing, construction or movement). <p>C: Social Studies – Government – Civic Participation Skills</p> <ul style="list-style-type: none"> • Demonstrate cooperative behaviors & fairness in social interaction. • With modeling & support, negotiate to solve conflicts with peers.
Jan. 28 - 31	Authors	R	How We Express Ourselves	<p>C: Science – Science Inquiry & Application – Inquiry</p> <ul style="list-style-type: none"> • Explore objects, materials & events in the environment.
Feb. 4 - 7	Authors	K	How We Express Ourselves	<p>C: Science – Physical Science – Exploration of Energy</p> <ul style="list-style-type: none"> • With modeling & support explore the properties of objects & materials (e.g., solids, liquids). • With modeling & support, explore the position & motion of objects. • With modeling & support, explore the properties & characteristics of sound & light.
Feb. 11 - 14	Love Friendship	A	How We Express Ourselves	<p>LL: Listening & Speaking – Receptive Language & Comprehension</p> <ul style="list-style-type: none"> • Ask meaning of words.
Feb. 19 - 21 (3 Days)	Dr. Seuss	V	How We Express Ourselves	<p>LL: Listening & Speaking – Expressive Language</p> <ul style="list-style-type: none"> • Use drawings or other visuals to add details to verbal descriptions. • With modeling & support determine the meanings of unknown words/concepts using the context of conversations, pictures that accompany text, or concrete objects. (Vocabulary) • Speak, audibly & express thought, feelings, & ideas clearly. (Articulation)
Feb. 25 - 28	Dr. Seuss	M	How We Express Ourselves	<p>LL: Listening & Speaking – Social Communication</p> <ul style="list-style-type: none"> • With modeling & support, continue a conversation through multiple exchanges. <p>LL: Reading – Reading Comprehension</p> <ul style="list-style-type: none"> • Ask & answer questions, & comment about characters & major events in familiar stories. • With modeling & support, name the author & illustrator of a story & what part each person does for a book. • Retell or re-enact familiar stories. • Identify characters & major events in a story. • With modeling & support, describe what part of the story the illustration depicts.

				<ul style="list-style-type: none"> • With modeling & support, discuss some similarities & differences between two texts on the same topic (e.g., illustrations, descriptions). • Actively engage in group reading activities with purpose & understanding. • Demonstrate an understanding of the differences between fantasy & reality. <p>LL: Reading – Fluency</p> <ul style="list-style-type: none"> • With modeling & support, use phrasing, intonation & expression in shared reading of familiar books, poems, chants, songs, nursery rhymes or other repetitious or predictable texts. <p>LL: Reading – Print Concepts</p> <ul style="list-style-type: none"> • Orient books correctly for reading & turn pages one at a time. • Demonstrate & understand that print carries meaning. <p>LL: Writing – Writing Application & Composition</p> <ul style="list-style-type: none"> • With modeling & support, use a combination of drawing, dictating, & emergent writing for a variety of purposes (e.g., letters, greeting cards, menus, lists, books). • With modeling & support, use a combination of drawing dictating & emergent writing to tell a story, to express ideas, & to share information about an experience or topic of interest. (Composition) • “Read” what they have written. • With modeling & support, notice & sporadically use punctuation in writing.
March 4 - 7	Dinosaurs	N	Sharing The Planet	<p>SE: Self – Self-Regulation</p> <ul style="list-style-type: none"> • Demonstrate the ability to delay gratifications for short periods of time. • With modeling & support, show awareness of the consequences for his/her actions. <p>SE: Self – Sense of Competence</p> <ul style="list-style-type: none"> • Show confidence in ow abilities & accomplish routine & familiar tasks independently. <p>SE: Relationships – Empathy</p> <ul style="list-style-type: none"> • Show regard for the feelings of other living things.
March 11 - 14	Dinosaurs	W	Sharing The Planet	<p>ATL: Initiative – Initiative & Curiosity</p> <ul style="list-style-type: none"> • Ask questions to seek explanations about phenomena of interest. <p>ATL: Engagement & Persistence – Attention</p> <ul style="list-style-type: none"> • Focus on an activity with deliberate concentration despite distractions. <p>ATL: Engagement & Persistence – Persistence</p> <ul style="list-style-type: none"> • Carry out tasks, activities, projects, or experiences from beginning to end. • Focus on the task at hand even when frustrated or challenged.
March 18 - 21	Farm	X	Sharing The Planet	<p>C: Cognitive Skills – Memory</p> <ul style="list-style-type: none"> • With modeling & support, remember & use information for a variety of purposes. <p>C: Cognitive Skills – Reasoning & Problem Solving</p> <ul style="list-style-type: none"> • Solve problems by planning A& carrying out a sequence of actions. • Seek more than one solution to a questions, problem or task. • Explain reasoning for the solution selected. <p>C: Mathematics – Number Sense – Number Sense & Counting</p> <ul style="list-style-type: none"> • Count to 20 by ones with increasing accuracy. • Identify without counting small quantities of up to 3 items.
March 25 – 28	Farm	Y	Sharing The Planet	
April 1 - 4	Zoo	Z	Sharing The Planet	

April 8 - 11	Zoo	1 & 2	Sharing The Planet	<ul style="list-style-type: none"> • Demonstrate one-to-one correspondence when counting objects up to 10. • Understand that the last number spoken tells the number of objects counted. • Identify whether the number of objects in one group is greater than, less than or equal to the number of objects in another group up to 10.
April 15 - 18	Spring Earth Day 4/22	3 & 4	Sharing The Planet	<ul style="list-style-type: none"> • Collect data by categories to answer simple questions. <p>C: Mathematics – Measurement & Data – Data Analysis</p> <p>C: Social Studies – Government – Civic Participation Skills</p> <ul style="list-style-type: none"> • With modeling & support, demonstrate an awareness of the outcomes of choices. <p>C: Social Studies – Economics – Scarcity</p> <ul style="list-style-type: none"> • With modeling & support, recognize that people have wants & must make choices to satisfy those wants because resources and materials are limited.
April 29- May 2	Spring	5 & 6	Sharing The Planet	<p>C: Social Studies – Economics – Production & Consumption</p> <ul style="list-style-type: none"> • With modeling & support, demonstrate understanding of where goods & services originate & how they are acquired. • With modeling & support, demonstrate responsible consumption & conservation of resources. <p>C: Science – Earth & Space Science – Exploration of the Natural World</p> <ul style="list-style-type: none"> • With modeling & support, develop understanding of the relationship between humans & nature; recognizing the difference between helpful & harmful actions towards the natural environment. <p>C: Science – Science Inquiry & Application – Inquiry</p> <ul style="list-style-type: none"> • Record observations using words, pictures, charts, graphs, etc. • Make careful observations. • Ask questions about the physical & natural environment. • Make predictions. • Engage in simple investigation. • Make inferences, generalizations, & explanations based on evidence. • Share findings, ideas, & explanations (may be correct or incorrect) through a variety of methods (e.g., pictures, words, dramatization). <p>C: Science – Life Science – Exploration of Living Things</p> <ul style="list-style-type: none"> • With modeling & support, demonstrate an understanding that living things change over time (e.g., life cycle). • With modeling & support, recognize similarities & differences between people & other living things. • With modeling & support, identify physical characteristics & simple behaviors of living things. <p>LL: Listening & Speaking – Receptive Language & Comprehension</p> <ul style="list-style-type: none"> • Demonstrate understanding of increasingly complex concepts & longer sentences. • Follow two-step directions or requests. <p>LL: Reading – Phonological Awareness</p> <ul style="list-style-type: none"> • With modeling & support, recognize & produce rhyming words. • With modeling & support, identify, blend & segment syllables in spoken words. • With modeling & support, orally blend & segment familiar compound words.

				<ul style="list-style-type: none"> • With modeling & support, blend & segment onset & rhyme in single-syllable spoken words. • With modeling & support, identify initial & final sounds in spoken words. • With modeling & support, recognize words in spoken sentences. <p>LL: Writing – Writing Process</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the structure & function of print. • With modeling & support, show awareness that one letter or cluster of letters represents a word. <p>LL: Writing – Writing Application & Composition</p> <ul style="list-style-type: none"> • With modeling & support, participate in shared research & writing projects using a variety of resources to gather information or to answer a question.
May 6 - 9	Spring	7 & 8	Who We Are	
May 13 - 16	Exploring the World	9 & 10	Who We Are	
May 20 - 23	Exploring the World		Who We Are	
May 28 – 29 (2 Days)	Celebrations Alphabet Party Preschool Celebration 5/30		Who We Are	