



Mission: With musical and artistic integration, Crescendo Academy guides each child through creative play and imagination to discover each individual's talents and gifts. Based on Christian Values, Crescendo Academy supports the educational and faith development of each child with compassion and care.

Curriculum Focus Points:

1. Health, Wellness & Physical Development
2. Social & Emotional Development
3. Mathematical Thinking and Expression
4. Language and Literacy Development
5. Speaking and Listening
6. Music and Movement
7. Scientific Thinking and Technology: Exploring, Inquiry and Discovery
8. Social Studies Thinking: Connecting to Communities

***Please note that these standards are adapted from the PA Early Learning Standards.**



Health, Wellness, and Physical Development

Standard	Statement	Examples	Practices & Resources
<p>10.1-3.1 Fundamentals of Good Health</p>	<p>Practice basic hygiene routines with adult reminders.</p> <p>Identify how people keep us healthy.</p>	<p>Wash hands, cover mouth, use a tissue properly.</p> <p>Explain what we need to eat to keep well, get rest and exercise.</p> <p>Explain how a doctor, nurse, or dentist keep us healthy.</p>	<p>Provide opportunities in the schedule to practice proper hygiene-washing hands, learning to cover mouth properly, etc.</p> <p>Display the food pyramid.</p> <p>Encourage children to rest to stay healthy-(rest time)</p> <p>Read books about staying healthy.</p> <p>Have doctors, nurses, dentists as guest speakers.</p>
<p>10.1-3.2 Body Awareness</p>	<p>Identify and locate body parts.</p>	<p>Name and point to body parts when asked.</p> <p>Participate in body identification songs.</p>	<p>The Bean Bag Rock song is played at circle times.</p> <p>Display posters with body parts labeled.</p> <p>Sing songs related to body parts (Head, Shoulders, Knees, and Toes & Tony Chestnut)</p>
<p>10.4.1 Control and Coordination</p>	<p>Combine large movements with the use of equipment.</p> <p>Demonstrate coordination of body movements in active play.</p> <p>Move and stop with control.</p>	<p>Throwing balls, bean bags, overhand.</p> <p>Catching a ball.</p> <p>Use gross motor equipment appropriately-climbers, tunnels, etc.</p> <p>Run with control and direction.</p> <p>Engage in group songs/games.</p>	<p>Provide equipment and opportunities to play "catch."</p> <p>Provide targets for children to throw towards such as hula hoops, baskets, etc.</p> <p>Provide basketball hoops, climbers, see saws, and steerable cars/bikes in our play area.</p> <p>Physical education class: relay races, games involving stop and go, obstacle courses, ball tosses</p>

<p>10.4.3 Balance and Strength</p>	<p>Exhibit Balance while moving on large motor equipment.</p> <p>Shows enthusiasm for mastery of gross motor movements through repetitive practice.</p>	<p>Engage in gross motor activities such as: running, hopping, jumping, marching, dancing, etc.</p> <p>Jump over objects with both feet.</p> <p>Participate in obstacle courses going through tunnels, over/under equipment</p>	<p>We use movement during transition times. Example: hop like a bunny to your chair, fly like a bird to the bathroom, etc.</p> <p>Provide opportunities throughout the day to use our outdoor playspace.</p> <p>Create obstacle course to practice gross motor movements.</p> <p>Students participate in music & movement activities during music, circle time, and physical education class.</p> <p>Learn simple dances, walk on a balance beam</p>
<p>10.5.1 Strength, Coordination, and Muscle Control</p>	<p>Use hands, fingers, and wrists to manipulate objects.</p>	<p>Manipulate dough and clay by squeezing, pounding, rolling.</p> <p>Use scissors to cut.</p> <p>Use tongs or tweezers to pick up objects.</p> <p>String beads, noodles, cereal onto a string.</p> <p>Play with pop beads and snap cubes.</p> <p>Complete wooden and cardboard shape and frame puzzles.</p>	<p>Plan out time for children to use the playdough and tools.</p> <p>Teacher will use worksheets and crafts to provide opportunities to practice scissor skills.</p> <p>Create a center focused on scissor skills-cutting coupons.</p> <p>Incorporate activities into our daily schedule such as: stringing apple jacks for letter A.</p> <p>Provide a variety of puzzles for children to use.</p> <p>Provide snap cubes and pop beads for children to play with during free time.</p>
<p>10.5.3 Use of Tools</p>	<p>Use writing and drawing implements with correct grip to make pictures.</p>	<p>Hold pencil, crayons, and markers with a pincer grasp.</p> <p>Use glue sticks to paste items.</p>	<p>The teacher will provide opportunities in their daily plans for cut and paste activities, painting projects, etc.</p> <p>Teacher will encourage</p>

		Use paint brushes to make strokes.	<p>correct grip when using classroom materials.</p> <p>Teacher will provide tracing activities to work on correct grip.</p> <p>Incorporate “finger exercises” into daily schedule to encourage correct grip.</p>
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Assessment of Health, Wellness & Physical Development “I Can” Statements

- I can throw a ball overhand.
- I can throw a ball at a target.
- I can catch a ball.
- I can hop. (one foot/both feet)
- I can jump over an object.
- I can run with control and stop.
- I can climb a short set of steps.
- I can walk on a balance beam.
- I can wash my hands.
- I can use a tissue to blow my nose.
- I can cover my mouth when I cough.
- I can locate and name body parts.
- I can use a glue stick independently.
- I can cut a piece of paper in half.
- I can cut on a line.
- I can complete a puzzle.
- I can fit together small objects such as pop beads or snap cubes.
- I can string beads, cereal, and/or noodles.
- I can hold a pencil or crayon with correct grasp.



Social & Emotional Development

Standard	Statement	Examples	Practices & Resources
<p>25.1 Self Concept</p>	<p>Shows pride in own accomplishments.</p> <p>Chooses materials and activities independently.</p>	<p>Shows an adult an accomplishment, "Look what I made!"</p> <p>Ask peers to look at work with pride.</p> <p>Expresses-"I can kick the ball really far!"</p>	<p>Display students' work.</p> <p>Provide encouragement and praise.</p> <p>Store materials so they are easily accessible to children.</p>
<p>Standard 25.2 Self Regulation</p>	<p>Ask for and accept offers of help when needed.</p> <p>Know when to withhold expression of feelings in certain situations.</p> <p>Adjust to changes in routine and activities with guidance.</p> <p>Demonstrates increased self-reliance in self-care activities.</p> <p>Follows and understands simple classroom rules.</p> <p>Uses classroom materials with purpose, safety, and respect.</p> <p>Clean up or put away materials independently with teacher direction.</p>	<p>Accepts warnings about clean-up and transition.</p> <p>Stops an action when told to do something.</p> <p>Begins to use words to tell others how he/she feels.</p> <p>Becomes more independent when toileting, washing hands, blowing nose, dressing.</p> <p>Let's teacher know when he/she needs to use the bathroom.</p> <p>Remembers and expresses classroom rules.</p> <p>Returns materials to shelf when finished.</p> <p>Takes turns and waits for turn.</p>	<p>Model genuine, appropriate emotional responses.</p> <p>Offer warnings when time to transition.</p> <p>Use picture schedules.</p> <p>Promptly respond to a child's request.</p> <p>Use logical consequences-"As soon as you clean up, you can go outside!"</p> <p>Give clear directions & expectations.</p> <p>Develop a few simple classroom rules</p>
<p>Standard 25.4 Pro-Social Relationships with Peers</p>	<p>Initiate play with 1 or 2 peers.</p> <p>Plays cooperatively with a few</p>	<p>Seeks out companionship with another child.</p>	<p>Arrange environment so children can work together.</p> <p>Setting up center areas.</p>

	<p>peers for a sustained period of time.</p> <p>Cooperates in both large and small group activities facilitated by adults.</p> <p>Shares and takes turns with adult guidance.</p>	<p>Uses multiple strategies for getting what is needed such as asking another child, then adult for help.</p> <p>Asking another child, “Do you want to build with me?”</p> <p>Participates in group activities like, Duck-Duck-Goose, & The Hokey Pokey.</p>	<p>Set aside large blocks of free playtime</p> <p>Provide conference time for children and adults.</p> <p>Introduce group/partner games and activities.</p>
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Assessment of Social & Emotional Development Through “I Can” Statements

I can follow classroom rules.

I can take turns.

I can share with others.

I can participate in group activities.

I can verbally express how I feel.

I can respond to changes in the routine appropriately.

I can use classroom materials with purpose.

I can use classroom materials safely.

I can initiate play with peers.

I can use the bathroom independently.

I can care for my personal needs: can wash hands, put coat/school bag on, shoes on etc.



Mathematical Thinking and Expression

Standard	Statement	Examples	Practices & Resources
2.1.1.1. Count & Compare Numbers	Use counting and numbers as a part of play	Count blocks in block center, count legos, count cars	Books in classroom library with numbers and counting 3D classroom objects/manipulatives to count Teacher made center cards
	Rote count to 20	Practice counting in daily routines	Counting songs, rhymes, chants, use of the calendar, and daily exercises
	Name numerals up to 10	Matching numeral to a set	Matching games, math manipulatives such as counting bears, erasers, bingo games, flash cards etc
	Use ordinal number words to describe the position of objects	Use concrete objects to represent order	Use objects such as cars or students, or a number line to show order.
	Sort objects by two or more attributes	Group items by attributes	Sort manipulatives and objects by size, shape, and color. Sort apples, pumpkins, animals, etc. during Science lessons
2.3.1 Concepts of Measurements	Practice measuring by attributes	Select non-standard items to measure: hands, shoes, blocks Identify clocks for telling time; thermometers for measuring temperature	Ask questions: "How tall is Johnny?" "How many footsteps to the door?" "The shelf is 6 blocks tall." Put a rain gauge outside on rainy days and note how much rain falls
	Practice using standard and nonstandard measurements in everyday situations	Explore measuring items with adult assistance-ruler, yardsticks, measuring tapes, height charts	Provide measuring tools for children to explore and use in their play Measure distance between jumps in physical education
	Practice using measurement vocabulary	Practice using terms such as: inches, feet, longer,	Blocks, yardsticks, measuring tapes in center areas, display

	with adult support	shorter, o'clock Use measuring cups, spoons	clock, provide cooking opportunities and/or science experiments (make apple muffins and other baked goods, follow steps in a science experiment where each material needs to be measured)
2.6.1 Collection of Data	Create graphs cooperatively with an adult or another child	Use collected objects to create graph-apples, leaves, velcro/tie shoes	Provide opportunities for students to collect objects/data Have learners complete a graph during daily routines-attendance, How Do You Feel Today?, sort and graph items in nature (apples, leaves, animals)
	Create/Complete a simple yes/no graph	Pose a question that generates a yes/no answer	"Did you like the story today?" "Do you have a pet?"
2.8.3 Patterns	Identify and describe patterns	Stripes on a flag, Rhythmic patterns,	Point out patterns in their environment-lacing beads, students' clothing, calendar
2.9. Geometry	Identify and name simple two- dimensional shapes Replicate three-dimensional shapes Determine the attributes of three-dimensional shapes	Match & sort objects Point out shapes in classroom Create shapes from objects in the classroom	Provide books in classroom library. Take children on a "Shape Walk" in the classroom. Provide experiences for making shapes, pipe cleaners, play-doh, popsicle sticks, food items (beans, cookies, etc) Seasonal Geoboard activities (ex. Pumpkin Geoboard)

Assessment of Mathematical Thinking & Expression Through "I Can" Statements

- I can recognize numbers 1-10.
- I can rote count to 20.
- I can differentiate numerals from letters.
- I can count objects (one to one correspondence).
- I can group items by size.
- I can group items by shape.

- I can group items by color.
- I can identify an AB pattern.
- I can create an AB pattern.
- I can identify 4 basic shapes.
- I can write my numbers.
- I can tell which set has more or less.



Language and Literacy Development

Standard	Statement	Examples	Practices & Resources
1.1 PK.A Book Handling	Practice appropriate book handling skills.	<p>The learner will turn pages correctly.</p> <p>Use pointers or fingers to track print on charts, posters, environmental print, etc.</p> <p>Practice tracking from top to bottom, left to right.</p>	<p>Teacher will model turning pages.</p> <p>Teacher will provide pointers and charts to practice tracking.</p>
1.1 PK.B	Identify basic features of print.	<p>The learner will differentiate between letters and numbers.</p> <p>The learner will recognize and name some upper & lower case letters.</p>	<p>Provide rich environmental print in the classroom—word walls, posters, charts.</p> <p>Teacher will create learning centers that work on identifying letters, numbers, words, and sentences.</p>
1.1 PK.C	Demonstrate understanding of spoken words, syllables, and sounds.	<p>The learner will recognize rhyming words.</p> <p>The learner will count syllables in spoken words.</p> <p>The learner will recognize when two or more words begin with the same sound. (alliteration)</p>	<p>The teacher will read books that contain rhyme, rhythm, and repetition.</p> <p>Teacher will create lessons and games where children can clap out sounds and syllables.</p>
1.1 PK.D	Develop beginning phonics and word skills.	<p>The learner will associate some letters with their names and sounds.</p> <p>The learner will identify familiar words and environmental print.</p>	<p>Teachers will promote reading the room.</p> <p>Teachers will create learning centers that focus on sounds, letters, words.</p>
1.2. PK.B	Answer questions about a text.	Student can answer who or what the text is	Teacher will ask who, what, where, and why questions

		about. Student can use specific details from the story to answer questions.	about the text. Teacher will provide verbal prompts and picture cues to help students recall details.
1.2. PK.C	With prompting and support, students will make connections between information in the text and personal experience.	Student will choose text based on personal experiences. Student will share personal experiences relevant to the text.	Teacher will model connecting the text to their personal experience. Teacher will ask questions about personal connections.
1.2.PK.E	Identify the front cover, back cover, and title page of the book.	The learner will identify each part.	Teacher will model by identifying parts of the book during whole and small group instruction.
1.3. PK.A	With prompting and support, retell a familiar story in a sequence with picture support.	The learner will retell a story in sequential order using various materials.	Teacher will provide opportunities to practice sequencing skills by using pictures, dramatic play, etc. Teacher will ask questions and provide verbal cues during story times.
1.3 PK.B	Answer questions about a particular picture (who, what, where, how, when)	The student will use particular details from the story to answer questions.	Teacher will provide verbal prompting and picture cues to assist in recall. Teacher will ask - who, what, where, when & how questions. Teacher will provide playful and purposeful exposure to a variety of texts-ex: picture books, poetry, nursery rhymes, fairy tales, songs that tell a story etc
1.3 PK D	With prompting and support, name the author and illustrator of a story.	The student will understand that the author writes the story and the illustrator draws the pictures.	Teacher will credit children as the author and illustrator of their own dictations and drawings. Teacher will use the terms author and illustrator along with their purpose during whole and small group lessons.

1.3 PK.G	Describe pictures in books using detail.	The learner will attach action and descriptive words to illustrations.	Teacher will ask students questions about pictures/illustrations in the books.
1.3 PK K	With prompting and support, actively engage in group reading activities with purpose and understanding.	<p>The student will share relevant prior knowledge about text being read aloud.</p> <p>The student will respond to and build on comments from other children.</p> <p>Ask and answer questions about story or poem being read aloud.</p>	<p>The teacher will read to children daily in large & small groups.</p> <p>Provide learning centers, materials, and activities that extend ideas presented in the group reading activity.</p> <p>Use strategies prior to reading to involve children in the story or poem being read. Ex: picture walk, making predictions based on cover.</p>
1.4 PK.A	Draw/dictate to compose informative/explanatory texts examining a topic.	<p>The student will create a picture about a nonfiction topic and talk about it.</p> <p>The student will create their own illustrations to convey meaning about a particular topic.</p>	<p>The teacher will write children's words on their drawings.</p> <p>Provide a variety of materials and opportunities for children to write everyday.</p> <p>Use journals.</p> <p>Use science journals to illustrate and describe what happened during experiments.</p>
Emerging to..	Spell simple words phonetically.	<p>The student will write symbols, letters, letter-like shapes.</p> <p>Student will attempt to reproduce own name and/or simple words.</p>	<p>Encourage children to write their name daily.</p> <p>Have children sign in and out for the day.</p> <p>Provide a variety of materials and opportunities</p>

Assessment of Language & Literacy Development Through "I Can" Statements

- I can distinguish between letters and numbers.
- I can identify capital letters. (Be specific and/or attach sheet)
- I can identify lowercase letters. (Same as above)
- I can identify the front and back cover of the book.
- I can turn pages correctly.
- I can track words left to right when handling a book.
- I can identify rhyming words. (4's)
- I can count the number of syllables in spoken words. (4's)
- I can recognize when two or more word have the same sound. (4's)
- I can associate sounds with their letters. (Be specific)
- I can identify who or what the text is about.
- I can answer questions with specific details from the story.
- I can retell a story in sequential order-Beginning-Middle-End (4's)
- I can identify the role of the author.
- I can identify the role of the illustrator.
- I can write my name.
- I can identify my name in print.
- I can write some sight words. (4's)



Speaking and Listening

Standard	Statement	Examples	Practices & Resources
<p>1.5 PK.A</p>	<p>Participate in collaborative conversations with peers and adults in small and large groups.</p>	<p>The student will engage in turn taking (with prompting)</p> <p>The student will ask questions related to the topic.</p> <p>The student will communicate using details related to the discussions.</p>	<p>Allow for children to have the opportunity to “turn & talk” to share ideas.</p> <p>Model appropriate participation in a discussion.</p> <p>Encourage children to ask questions.</p> <p>Encourage participation by restating details and offering praise.</p> <p>Make hypotheses for Science experiments and share with a friend/the group.</p>
<p>1.5 PK.B</p>	<p>Answer questions about key details in a text read aloud or information presented orally or through other media.</p>	<p>Student will respond with an answer that is related to the topic.</p>	<p>Engage children in daily discussions during circle and story time.</p> <p>Ask who, what, why, & where questions.</p> <p>Ask children to identify facts from the story.</p> <p>Invite children to pretend they were in the story and ask how they would react.</p> <p>Ask students to describe results from a Science experiment.</p>
<p>1.5 PK.C</p>	<p>Respond to what a speaker says to follow directions, seek help, or gather information.</p>	<p>Student will follow a 2-step direction.</p>	<p>Teacher will reinforce directions.</p> <p>Direct children to seek</p>

			<p>assistance. Example: “Look where your friends are right now.”</p> <p>Follow directions to complete steps in a recipe during cooking lessons.</p>
1.5 PK.D	<p>Use simple sentences, share stories, and interests, speaking clearly enough to be understood by most audiences.</p>	<p>Student will use appropriate pacing when speaking.</p> <p>Students will use appropriate volume to be heard by peers.</p> <p>Student will talk about stories, experiences, and interests using details.</p>	<p>Teacher will model appropriate volume and pacing when speaking.</p> <p>Allow for time where children can talk to each other throughout the day.</p> <p>Use meal time for sharing and discussion.</p> <p>Model appropriate use of grammar and sentence structure.</p> <p>Praise and encourage children when sharing information.</p>
1.5 PK. G	<p>Demonstrate command of the conventions of standard English when speaking based on a Pre-K level.</p>	<p>The student will speak in complete sentences that contain more than three words.</p> <p>Use past tense.</p> <p>Use plurals.</p> <p>Use pronouns.</p>	<p>Model appropriate use of language.</p> <p>Engage in conversations multiple times throughout the day.</p> <p>Re-phrase learner’s sentence structure or grammar to show appropriate usage.</p>

Assessment of Speaking & Listening Through “I Can” Statements

- I can follow a one-step direction.
- I can follow a two-step direction.
- I can take turns during a classroom discussion.
- I can participate in a classroom discussion using relevant details.
- I can ask relevant questions during a classroom discussion.
- I can use appropriate volume when speaking.
- I can use appropriate pacing when speaking.
- I can speak in complete sentences using three or more words.
- I can use past tense verbs when speaking.
- I can use plural nouns correctly when speaking.
- I can use correct pronouns when speaking.



Music and Movement

Standard	Statement	Examples	Practices & Resources
<p>9.1 M PK.A</p>	<p>Know and use basic elements and principles of music and movement.</p>	<p>Students will actively participate by singing songs and chants.</p> <p>Repertoire consists of a variety of tonalities and meters. Tonalities include but are not limited to:</p> <ul style="list-style-type: none"> ● Aeolian ● Ionian ● Dorian ● Mixolydian ● Locrian <p>Meters include but are not limited to:</p> <ul style="list-style-type: none"> ● 4/4, 2/4, ¾, 6/8 	<p><i>Jump Right In: The Music Curriculum</i> (Gordon)</p> <p><i>Folk Songs North America Sings</i> (Johnston)</p> <p><i>Theater Games for the Classroom: A Teacher's Handbook</i> (Spolin)</p>
		<p>Explore rhythm instruments</p> <p>Students will take turns working as a drum leader. Students will echo patterns using rhythm sticks.</p>	<p><i>The Book of Songs and Rhymes with Beat Motions</i> (Feierabend)</p> <p>Drum Sharing Lesson (Choplick)</p>
		<p>Participate in group movement activities demonstrating an awareness of shared space.</p> <p>Movement activities that explore each period of music:</p> <ul style="list-style-type: none"> ● Medieval ● Renaissance ● Baroque ● Classical ● Romantic ● Twentieth Century <p>Movement activities that explore musical traditions from around the world:</p> <ul style="list-style-type: none"> ● North America, Europe, Africa, Asia, South America 	<p>“Balleilakka” (A. R. Rahaman, arr. Ethan Sperry)</p> <p>“The Nutcracker” (Tchaikovsky) – Active Listening Lesson (Parker)</p> <p>“Hoedown” (Copland) – Movement Lesson (Balmer)</p>
		<p>The students will demonstrate</p>	<p>Musical Rollercoaster</p>

		<p>an understanding of musical opposites: “fast/slow,” “high/low,” and “loud/soft.”</p> <p>Lessons to introduce musical vocabulary to through performance, play, and movement activities.</p> <p>Vocabulary to include but not limited to:</p> <ul style="list-style-type: none"> • Piano, forte, tonic triad, tonic, dominant, solfeggio, tempo, dynamics, macrobeat, microbeat 	<p>Lesson (Choplick)</p> <p><i>First Steps in Music: Preschool and Beyond</i> (Feierabend)</p> <p><i>Folk Songs North America Sings</i> (Johnston)</p>
		<p>Identify musical elements in children’s literature.</p> <p>Students will explore music through a variety of literary resources.</p> <p>Students will use their imagination to create a musical story using musical elements.</p>	<p><i>Zin, Zin, Zin a Violin!</i> (Lloyd Moss)</p> <p><i>Ellie the Elephant</i> (Mike Wu)</p> <p><i>Charlie Parker Plays Be Bop</i> (Chris Raschka)</p>
9.1 M PK. E	Use imagination and creativity to express self through music and dance.	<p>Participate in teacher-guided music and movement activities.</p> <p>Significant musical works will be selected for students to improvise movement.</p>	<p>“Peter and the Wolf” by Sergei Prokofiev</p> <p><i>Peter and The Wolf Reproducible Activities</i> (Lindsay)</p>
		<p>Discuss how student moves with flow.</p> <p>Students will participate in “Floga,” flow-yoga, and learn basic yoga postures while moving with continuous flow.</p>	<p>Musical Yoga Lesson (Bokunewicz)</p> <p>Floga Lesson (Choplick)</p>
		<p>Improvise songs and rhythmic patterns.</p> <p>Selected songs and chants will be shared to introduce students to basic improvisation.</p>	<p><i>First Steps in Music: Preschool and Beyond</i> (Feierabend)</p> <p>“Improvisation: Thinking and Playing Music” (Beckstead)</p>
		<p>Students will change words or tune of familiar songs to make new songs.</p> <p>Students will use their vocabulary to change text or</p>	<p><i>The Early Childhood Music Education Curriculum: Songs and Chants Without Words</i> (Gordon)</p>

		musically improvise new versions of tunes.	
9.1 M PK. J	Use a variety of technologies for producing or performing works of art.	Students will use age appropriate digital media applications to explore music. Students will identify instruments using PowerPoint and create their own songs using GarageBand under teacher supervision.	Instrument Identification Lesson (Choplick) https://docs.google.com/presentation/d/18KL2spapjJMUWl5lrSWuh7ULFISgD7yJVaqDLAEatPc/edit#slide=id.p
		Students will use a variety of props to enhance movement activities (e.g., scarves, bean bags, parachute) Students are encouraged to use props as an extension of their body's flow during all movement activities.	<i>First Steps in Music: Preschool and Beyond</i> (Feierabend) <i>Music Play: The Early Childhood Music Curriculum Guide for Parents, Teachers, and Caregivers</i> (Reynolds)
		Use recording devices (e.g., voice recorder, video recorder) to capture music and/or movement performances. At the teacher's discretion, recording devices will be used for assessment and lesson planning purposes. Students are encouraged to watch the recording and identify musical elements of the recording.	Please review Crescendo Academy's policy regarding videotaping. Dept. of Education Research Policy: https://www2.ed.gov/about/offices/list/ocfo/humansub.html

Assessment of Music & Movement Through "I Can" Statements

- I can keep a steady macrobeat, big beat, on my lap. (Down beat)
- I can keep a steady microbeat, smaller beat, on my lap. (Subdivision)
- I can use a clear singing voice.
- I can match the same pitch my teacher sings.
- I can identify the difference between loud and soft.
- I can identify how my voice sounds when it sings high and when it sings low.
- I can tell you when music is fast and when it is slow.
- I can sing a tonic triad.
- I can use Kodály hand signs when I sing a tonic triad.
- I can identify a quarter note, half note, whole note, and a quarter rest.
- I can identify instruments in a band or orchestra.



*The following topics are explored on a weekly basis, but not assessed at this level.

Scientific Thinking and Technology: Exploring, Inquiry and Discovery

Standard	Statement	Examples	Practices & Resources
3.1a.1 Common Characteristics of Life	Recognize the difference between living and non-living things Categorize common living things into plants & animals	Students can sort living and non-living things Describe and compare observations Describe basic needs of living things	Set up Science & exploration center Students will document observations in a science journal Display root view veggie garden, flowers, and butterfly gardens
3.1a.5 Form & Function	Identify parts of living things.	Students will tell and draw parts of a plant, animal, and a person	Use vocabulary such as roots, trunk, wings, claws, etc
3.1a.9 Science as Inquiry	Use the five senses as tools with which to observe, classify, collect information, and describe observations	Ask questions about observations Collect objects from nature walk-describe how they feel, smell, etc. Taste different foods	Encourage use of senses during all types of lessons. Provide opportunities for students to sort and use senses at the Science Center
3.1b.1 Heredity	Identify similar characteristics of own family: eye color, hair color, skin	The learner will describe characteristics that are similar with other family members	Display family pictures Hold Discussions

<p>3.1b.2 Reproduction</p>	<p>Describe that seeds grow into plants, eggs hatch, and babies grow into adults</p>	<p>Use proper names for offspring: cat-kitten, cow-calf, etc</p> <p>Describe how plants & animals begin and what they become</p> <p>Sequence life cycles using pictures or movement exercises</p>	<p>Provide non-fiction books in Science center</p> <p>Display life cycle pictures</p>
<p>3.2a.1 Properties of Matter</p>	<p>Describe objects according to size, shape, and color or properties of matter</p>	<p>Collect leaves and sort them by color, size, shape</p> <p>Using classroom and seasonal objects (apples, pumpkins, etc) sort by common attributes</p> <p>Compare and contrast objects based on physical characteristics</p>	<p>Encourage children to collect, sort, classify, and describe materials.</p>
<p>3.2a.2 Structure of Matter</p>	<p>Recognize different types of matter</p>	<p>Observe experiments with solids, liquids, & gases</p> <p>Discuss the different properties of matter: rock is a solid, milk a liquid</p>	<p>Conduct experiments-ice melting-refreezing</p>
<p>3.2a.4 Reactions</p>	<p>Experiment with changes in matter</p>	<p>Observe differences in water-ice, snow, etc</p> <p>Notice changes in matter when cooking-heat makes cheese/chocolate melt</p> <p>Observe what happens when water is mixed with soil</p> <p>*Mix colors</p>	<p>Provide materials to conduct experiments with water. Provide opportunities to collect rain, snow, etc</p> <p>Ask for predictions about what might happen to the substance if its combined with something else</p> <p>Cook with learners and talk about the changes that occur</p>

<p>3.3a.5 Weather & Climate</p>	<p>Identify Seasons</p> <p>Identify how weather affects daily life</p> <p>Identify a thermometer as a tool for measuring temperature</p>	<p>Name the four seasons and observable conditions</p> <p>Use a thermometer in dramatic play center</p> <p>Identify rain, snow, drizzle.</p> <p>Identify proper clothing for specific weather conditions</p>	<p>Talk about weather conditions daily</p> <p>Hang a thermometer in the classroom or outside</p> <p>Take nature walks to observe changes in seasons</p>
<p>3.3b.1 Composition & Structure</p>	<p>Identify the characteristics of the sun, moon, stars, & clouds</p>	<p>Explore shadows made from the sun</p> <p>Notice different types of clouds</p> <p>Talk about what you can find in the sky day or night</p>	<p>Provide flashlights for use</p> <p>Trace shadows on the ground</p> <p>Read books about the stars, moon, clouds</p> <p>Observe clouds and their shapes</p>
<p>3.4a.1 Characteristics of Technology</p>	<p>Identify examples of technology</p>	<p>Use pretend phones, cameras, computers during dramatic play.</p> <p>State examples of technology in classroom, environment, or book</p>	<p>Provide pretend (or non-working real) objects that children can use for play-cd players, computers, phones</p> <p>Display pictures that reflect technology use.</p>
<p>3.4c.1 Design Attributes</p>	<p>Use simple tools and materials</p>	<p>Use tools such as a ruler, hammer, magnifying glass, flashlight</p>	<p>Create opportunities for students to independently use simple tools</p>

4.2 Renewable and Non-Renewable Resources	Identify objects that can be recycled Discuss the purpose of recycling	Practice recycling in the classroom Name objects that can be recycled Sort items to be recycled Create new items from recycled materials (making a garden out of tires, using a water bottle as a vase for flowers)	Provide recycling bins Discuss specifically what can be recycled glass, plastic, cans, paper Create a list of items than can be reused-donating clothing, cloth grocery bags
4.3 Environmental Health	Identify how litter can have a negative impact on animals and the environment	Identify ways that litter should be handled Participate in activities that show how litter can impact the environment	Show pictures and videos about the impact on animals Clean up the area around you

Social Studies Thinking: Connecting to Communities

Standard	Statement	Examples	Practices & Resources
5.1.1 Purpose and Function of Law	State rules and consequences	The learner will: Tell a friend to stop running in the classroom. Explain that you must hold on while using the slide.	Play games with rules. Students create games with rules. Create a classroom rules chart. Read books about following the rules.
5.2.1 Civic Rights, Responsibilities and Duties	Explain how community workers keep us safe	Role play as community helpers	Dress up clothes Read books and watch clips about community helpers. Guest Visitors from the community.

<p>5.2.2 Sources and Resolution of Conflict</p>	<p>Identify one or two solutions to a problem.</p> <p>Attempt to independently solve a conflict with a peer</p>	<p>Explain to a friend their action was inappropriate-“You ripped my paper.”</p> <p>Suggest solutions when 2 friends are fighting over a toy.</p> <p>A discussion-How Can you Share the play-doh if there isn’t enough?”</p>	<p>Role play situations in the classroom.</p> <p>Hold classroom meetings</p> <p>Observe and provide assistance/feedback only when needed.</p>
<p>5.2.3 Political Leadership and Public Service</p>	<p>Shows interest in leadership opportunities</p>	<p>Pretending to be the conductor, teacher</p> <p>Asking to be the line leader</p> <p>Offers help to teacher</p>	<p>Read books about leaders</p> <p>Create opportunities for students to be leaders in the classroom</p> <p>Adult will model positive leadership skills</p>
<p>6.2.3 Functions of Money</p>	<p>Demonstrates an awareness of the uses of money</p>	<p>Using pretend money in dramatic play centers</p> <p>Recognize different coins</p>	<p>Set up opportunities to use play money in dramatic play area: restaurant, store, bank.</p> <p>Use the name and values of coins during circle and math centers</p>
<p>6.3.3 Allocation of Resources</p>	<p>Share or offer items to others.</p>	<p>Share or offer supplies when someone needs something.</p> <p>Ask another friend to share an item</p>	<p>Create opportunities for children to share items with one another.</p>
<p>7.1.1 Geographic Tools</p>	<p>Demonstrate a beginning understanding of maps</p>	<p>Use blocks to represent buildings.</p> <p>Have children create maps</p> <p>Use a simple map</p>	<p>Display maps and globes in the classroom</p> <p>Talk about how to get from one place to another</p>

<p>7.1.2 Places & Regions</p>	<p>Describe characteristics of his/her own home and frequently visited locations</p>	<p>Practice address, phone number</p> <p>Identify familiar places in our community</p> <p>Describe if dwelling is an apartment or house.</p>	<p>Discuss favorite places to visit</p> <p>Create a bulletin board with favorite places to visit</p> <p>Practice address & phone number</p>
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