

ED 027 940

PS 001 569

Curriculum Guide for Early Childhood Education. Behavioral Goals - Pre-K Through One.
Schenectady City School District, N.Y.

Pub Date 1 Sep 68

Note-60p.

EDRS Price MF-\$0.50 HC-\$3.10

Descriptors-Art Appreciation, *Behavioral Objectives, *Charts, *Child Development, *Early Childhood Education, *Expectancy Tables, Grade 1, Kindergarten Children, Language Development, Learning Readiness, Motivation, Physical Development, Preschool Children, Self Expression, Skill Development, Socialization

Assuming the premise that "a child has gone fifty percent of the way in organizing the thinking patterns that we call his intelligence by the time he has reached the age of four, and the next thirty percent by the time he is eight," 50 Schenectady kindergarten-through-first-grade teachers and administrators formulated a chart of behavioral expectations which they considered essential to the foundation and development of the child's education. The chart contains eight major goal areas: (1) School Readiness and Skills Foundation, (2) Motivational Skills, (3) Basic Learning Skills, (4) Development of Language System, (5) Socialization, (6) Means of Self Expression, (7) Physical Development, and (8) Esthetic Appreciation. The desired behaviors were listed under appropriate categories. The chart was designed with the intent that the teacher could quickly determine the desired scope of emphasis by evaluating her class in accordance with the chart and could bring her professional skills to bear in determining, selecting, or creating activities to develop desired behaviors. This document includes a complete chart. (D0)

EDU027940

U. S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE
PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION
POSITION OR POLICY.

SCHENECTADY CITY SCHOOL DISTRICT

CURRICULUM GUIDE FOR
EARLY CHILDHOOD EDUCATION

BEHAVIORAL GOALS - PRE-K THROUGH ONE

Elementary Program Office
September 1, 1968

PS001569

Background

A child has gone fifty percent of the way in organizing the thinking patterns that we call his intelligence by the time he has reached the age of four, and the next thirty percent by the time he is eight.**

Realizing this, we can see how important early learnings are in the educational structure of each child. But all children do not come to us from comparable environments or with the same degree of school readiness. In some of our schools, the pre-kindergarten programs are stimulating four-year-olds to acquire school success-related behaviors that other four-year-olds learn at home.

We know that we must "take the child where he is." We must provide for him a developmental sequence of behavioral skills. We must insure his success with a skill before moving him on to the next one. Otherwise, we are not providing him with a sound foundation for subsequent learnings.

We cannot isolate one program from the other. There must be a continuum of the child's development from home, through pre-kindergarten, through kindergarten, on through first grade, and up.

A cross-section, consisting of over fifty of Schenectady pre-kindergarten through grade one teachers and administrators has formulated the following chart of behavioral expectations which it considers essential to the foundation and development of the child's education. This chart will assist you in planning instruction to meet the individual and group needs of your class. Within its framework, your creativity and resourcefulness will be as important as always. You, the classroom teacher, continue to be the most important factor. It is your skill in implementation of program and interpersonal relationship with the child, that will determine its value and the child's success.

Using The Chart

The accompanying Pre-K → K → 1 BEHAVIORAL EXPECTATIONS CHART is arranged into the following eight Major Goal areas for early childhood education: SCHOOL READINESS AND SKILLS FOUNDATIONS, MOTIVATIONAL SKILLS, BASIC LEARNING SKILLS, DEVELOPMENT OF LANGUAGE SYSTEM, SOCIALIZATION, MEANS OF SELF EXPRESSION, PHYSICAL DEVELOPMENT, ESTHETIC APPRECIATION. Desired BEHAVIORS are listed under appropriate categories. The BEHAVIORS sought after are charted in such a way that the teacher at any one of the three levels, Pre-K, K, and 1, can determine which BEHAVIORS should be worked toward for sizeable numbers of children at that level, and which would be appropriate or inappropriate goals for lesser numbers.

A kindergarten teacher, for example, can quickly determine the desired scope of emphasis of a year's program by looking for those BEHAVIORS charted under the MOST CHILDREN or MANY CHILDREN columns. She can then bring her professional skills to bear in determining, selecting, or creating activities having most promise for developing the desired BEHAVIORS. She also establishes the most desirable sequence for activi-

**Stability and Change in Human Characteristics, Benjamin S. Bloom, Professor of Education, University of Chicago

Using The Chart (Continued)

ties and the proportion of time which can be devoted wisely to them. Because she knows her children well, she will recognize that certain children are not ready for some activities to the extent that the related BEHAVIORAL EXPECTATION can be expected to evolve appreciably, but are sufficiently ready so that exposure to the activity brings them a step closer to achievement of the BEHAVIORAL objectives. Others may not be ready in any sense. For these children, the teacher is operating at a different level of BEHAVIORAL expectations and activities. Similarly, there may be some children who have advanced in their development beyond that which would be expected of MOST and here, too, the BEHAVIORAL expectations and activities must be adapted to the individual.

Sources of Help

The identification of activities of strong promise for achievement in a number of BEHAVIORAL EXPECTATIONS may be an area in which teachers will appreciate assistance. It is planned that some help of this nature can be derived from GRADE LEVEL MEETINGS or Pre-K through Grade One meetings. Experienced teachers working close by at parallel levels can be an exceptionally fine source of help. Mr. Frank Austin, one of Schenectady's administrators who is a specialist in early childhood education, is very willing to be of assistance in program planning. In addition, a bibliography, containing very specific suggestions for activities and, in many instances, tie them into specific BEHAVIORAL outcomes, will be prepared for you and distributed at a later date.

DJSayles:rec
September 1, 1968

SCHOOL READINESS AND SKILLS FOUNDATIONS

Definition - Academic readiness, pupilship, the role each plays as pupil; need to learn roles; ways of behaving, talking, that whole bundle of skills which the child needs to learn if he is going to make it in school; e.g., reading readiness

<u>Behavioral Goal</u>	<u>Proportion of Class That Can Be Expected to Have Achieved Goal</u>		
	<u>Very Few In Class</u>	<u>Many In Class</u>	<u>Most In Class</u>
<u>Visual Perception</u> <u>Visual Discrimination</u>			
Note similarity in objects, signs, words, etc. Should be taught through graded steps, from simple discrimination to discriminations between objects where there is great similarity - as four clock faces showing hands in different positions		P	K-1
Note differences in size of objects which are similar; which one is different, etc.		P	K-1
Note differences in detail in similar objects, as: three children with one different (graded steps) more difficult - four like dogs with spots (one with spots placed differently)	P	K	1
Are able to note difference in orientation: Which are going different way? Which are going left, right? Which are going above, below? Which are long, short?	P	K	1
Note similarities in words as: boy, boy, bag, boy - graded steps up to confusing types as: no, no, no, on; in, it, is, in	P	K	1
Match objects with pictures			P-K-1
Match large capital letters in short sequences; e.g., P T U P M		P	K-1

Symbols (P = Pre-Kindergarten
(K = Kindergarten
(1 = First Grade

Symbols refer to the END of each of the instruction periods.

SCHOOL READINESS AND SKILLS FOUNDATIONS (CONTINUED)

(P = Pre-Kindergarten
 Symbols (K = Kindergarten
 (1 = First Grade

Symbols refer to the END of each of
 the instruction periods.

Behavioral GoalProportion of Class That Can Be
Expected to Have Achieved Goal

Visual Perception (Continued)
Visual Discrimination

Match lower case letters in
 short sequences; e.g., e dgeb

Visual Memory

Recognize colors of the spectrum

Have visual memory of objects -
 finds an object in a group from
 several flashed on paper

Find a letter from memory of a
 flashed card

Reproduce a simple geometric
 figure (triangle) from memory of
 a flashed card

Find a two- or three-letter word
 from memory of a flashed card

Match colors

Associate a red crayon with the
 sound of the word "red"

Associate a red crayon with the
 color red

Can sort by color, size, and shape

Auditory Perception
Auditory Discrimination

Notes differences in sound,
 pitch, (notes on piano),
 rhythms, chords - differences
 in high, low, loud, soft,
 fast, slow

Hear rhyming words

Clap hands upon hearing words
 with rhymes

Very Few Many In Most In
In Class Class Class

P-K		1
		P-K-1
		P-K-1
	P	K-1
P	K	1
P	K	1
		P-K-1
	P	K-1
	P	K-1
	P	K-1
P	K	1
		P-K-1
P-K	1	

SCHOOL READINESS AND SKILLS FOUNDATIONS (CONTINUED)

Symbols (P = Pre-Kindergarten
(K = Kindergarten
(1 = First Grade

Symbols refer to the END of each of the instruction periods.

Proportion of Class That Can Be Expected to Have Achieved Goal

Behavioral GoalVery Few In ClassMany In ClassMost In Class

Auditory Perception (Continued)
Auditory Discrimination

Hear words which do not rhyme with a named word

P-K

1

Supply rhyming words:
Dolls for girls, horns for boys
Balls, books, and many _____.

P

K

1

Rhyme words with other words

P

K-1

Listen attentively

P

K-1

Language Skills
Speech

Demonstrate comprehension of spoken language

P-K-1

Demonstrate ability to follow simple directions

P

K-1

Demonstrate an adequate speaking vocabulary

P-K-1

Express ideas adequately through language

P

K

1

Enunciate clearly and pronounce accurately the words commonly used

P-K

1

Express ideas in complete sentences

P

K-1

Relate stories from personal experience

P

K

K-1

Reading Readiness

Identify favorite books immediately

P

K-1

SCHOOL READINESS AND SKILLS FOUNDATIONS (CONTINUED)

Symbols (P = Pre-Kindergarten
K = Kindergarten
1 = First Grade)

Symbols refer to the END of each of the instruction periods.

Behavioral GoalProportion of Class That Can Be Expected to Have Achieved Goal

Very Few In Class Many In Class Most In Class

Language Skills (Continued)Reading Readiness

Demonstrate ability to recall information

Enjoy and tell stories from books

Follow directions in readiness books

Interpret and draw inferences from pictures, spoken word, and stories

Recognize that symbols as well as pictures have meaning

Recognize that there are likenesses and differences in symbols

Recognize color names

Understand relationship in sequence of ideas

Demonstrate left to right eye movement with language material

Work simple paper and pencil exercises

Knowledge of Letters and First Words

Recognize first name

Recognize whole name

Associate letter with letter name

<u>Very Few In Class</u>	<u>Many In Class</u>	<u>Most In Class</u>
	P-K	1
P	K	1
P	K	1
P-K	1	
	P	K-1
	P	K-1
P	K	1
P-K	1	
	P	K-1
	P	K-1
	P	K-1
	P	K-1
P	K	1
	P	K-1

SCHOOL READINESS AND SKILLS FOUNDATIONS (CONTINUED)

Symbols (P = Pre-Kindergarten
(K = Kindergarten
(1 = First Grade

Symbols refer to the END of each of the instruction periods.

Behavioral GoalProportion of Class That Can Be Expected to Have Achieved Goal

Language Skills (Continued)
Knowledge of Letters and First Words (Continued)

Very Few In Class Many In Class Most In Class

Associate upper case letter form with the lower case letter form

P	K	1
P	K	1
P-K-1		
P-K		1
	P	K-1
P-K		1
	P	K-1
P	K	1

Know the alphabet

Know alphabetization

Recognizes Letters or Letter Combinations Which Stand For Sounds

Are able to pick out the words in a group which begin with the same letter upon hearing the series read: baby, come, took, cup

Are able to pick out the words in a group which begin with the same letter upon examining the series: baby, come, took, cup

Can discern aurally the word in a series which begins with a different letter - cart, candy, boy, cap

Can discern visually the word in a series which begins with a different letter - cart, candy, boy, cap

Upon hearing a series of words which begin and/or end with the same consonant sound, can identify that sound - girl, gone, give; wag, big, tug

PS001569

SCHOOL READINESS AND SKILLS FOUNDATIONS (CONTINUED)

Symbols (P = Pre-Kindergarten
(K = Kindergarten
(1 = First Grade

Symbols refer to the END of each of the instruction periods.

Behavioral GoalProportion of Class That Can Be Expected to Have Achieved GoalVery Few
In ClassMany In
ClassMost In
ClassLanguage Skills (Continued)Recognizes Letters or Letter
Combinations Which Stand For
Sounds (Cont.)

Upon hearing a series of words which begin and/or end with different consonant sounds, can pick out the word which begins (or ends) with specified consonant - girl, sat, boy (which begins with "g" sound?); rat, ran, dog (which ends with "t" sound?)

Upon hearing, can identify consonant sounds in medial position - later, whiter, metal

Upon hearing, can identify whether the specified consonant sound is at beginning, in middle, or at end of word - bat, grab, rubber

Upon hearing, can identify blend sounds in beginning and ending position - flame, flew, flower; fast, most, twist

Upon hearing, can identify blend sounds in medial position - April, umbrella, airplane

Upon hearing, can identify blend sounds upon seeing the letter combinations - * bl, st, gr (*can identify "st" as beginning sound of picture star)

P	K	1
P-K		1
K	1	
P	K	1
K	1	
P-K		1

SCHOOL READINESS AND SKILLS FOUNDATIONS (CONTINUED)

Symbols (P = Pre-Kindergarten
K = Kindergarten
1 = First Grade)

Symbols refer to the END of each of the instruction periods.

Behavioral GoalProportion of Class That Can Be Expected to Have Achieved Goal

Very Few In Class Many In Class Most In Class

Language Skills (Continued)
Writing Skills

Trace on line

P

K

1

Can copy own name

P

K

1

Can write own first name

P

K-1

Use proper manuscript in writing own name

P

K

1

Trace letters in words, phrases, or sentences

K

1

Are able to write letters of the alphabet in upper case upon hearing name of letter

P

K

1

Are able to write letters of the alphabet in lower case upon hearing name of letter

P-K

1

Copy and read material from charts and from the board

1

Write creative stories

1

Number Knowledge

Counting - rote

Are able to recite the number names one through ten in sequence

P-K-1

Are able to recite the number names zero through ten in sequence

P-K-1

Are able to recite the number names zero through one hundred in sequence

K-1

SCHOOL READINESS AND SKILLS FOUNDATIONS (CONTINUED)

Symbols (P = Pre-Kindergarten
 (K = Kindergarten
 (1 = First Grade

Symbols refer to the END of each of the instruction periods.

Behavioral Goal

Proportion of Class That Can Be Expected to Have Achieved Goal

Very Few In Class Many In Class Most In Class

Number Knowledge (Continued)

Counting - rote (Cont.)

Are able to state the number name that follows a given number 0-10 - Teacher says 4, child says 5

Are able to state the number name that follows a given number 0 - 100 - Teacher says 39, child says 40

Are able to state the number name that precedes any of the first ten digits - Teacher says 6, child says 5

Are able to state the number name that precedes any of the numbers 0 - 100 - Teacher says 60, child says 59

Are able to state the name of the numeral between n and n plus 2 - Teacher says what number comes between 6 and 8, child says 7

Are able to state the number name between n and n minus 2 - Teacher says what number comes between 6 and 4, child says 5

Are able to count by fives to 100

Are able to count by tens to 100

Are able to count by fives starting with a given multiple of five - Teacher says 25, child says 30, 35, 40

		K-1
		1
		K-1
		1
		K-1
		K-1
		1
		1
		1

SCHOOL READINESS AND SKILLS FOUNDATIONS (CONTINUED)

Symbols (P = Pre-Kindergarten
(K = Kindergarten
(1 = First Grade

Symbols refer to the END of each of the instruction periods.

Behavioral GoalProportion of Class That Can Be Expected to Have Achieved Goal

Very Few In Class Many In Class Most In Class

Number Knowledge (Continued)

Counting - Rote (Cont.)

Are able to count by tens starting with a given multiple of ten - Teacher says 30, child says 40, 50, 60

Are able to count by tens starting with multiples of 5 - Teacher says 25, child says 35, 45, 55

Are able to count by tens from any given number 0 - 100 - Teacher says 16, child says 26, 36, 46

Are able to count by twos to 20 starting with 2

Counting - rational

Are able to count the number of items in a group up to 10

Are able to count the number of items in a group up to 100

Are able to start with a known number of objects in a group and count additional objects into the group up to 10 objects - Start with 4 objects and add another and say 5, add another and say six

Are able to start with a known number of objects in a group and count additional objects into the group up to 100

Are able to count out n objects from a collection of 10 items

<u>Behavioral Goal</u>	<u>Very Few In Class</u>	<u>Many In Class</u>	<u>Most In Class</u>
Are able to count by tens starting with a given multiple of ten - Teacher says 30, child says 40, 50, 60			1
Are able to count by tens starting with multiples of 5 - Teacher says 25, child says 35, 45, 55			1
Are able to count by tens from any given number 0 - 100 - Teacher says 16, child says 26, 36, 46			1
Are able to count by twos to 20 starting with 2			1
Are able to count the number of items in a group up to 10			K-1
Are able to count the number of items in a group up to 100			1
Are able to start with a known number of objects in a group and count additional objects into the group up to 10 objects - Start with 4 objects and add another and say 5, add another and say six			K-1
Are able to start with a known number of objects in a group and count additional objects into the group up to 100			1
Are able to count out n objects from a collection of 10 items			K-1

SCHOOL READINESS AND SKILLS FOUNDATIONS (CONTINUED)

Symbols (P = Pre-Kindergarten
 (K = Kindergarten
 (1 = First Grade

Symbols refer to the END of each of the instruction periods.

Behavioral Goal

Proportion of Class That Can Be Expected to Have Achieved Goal

Very Few In Class Many In Class Most In Class

Number Knowledge (Continued)

Counting - Rational (Cont.)

Are able to understand that the last number names when counting a collection of objects names the cardinality of the collection - signifies the number of objects in the collection - Present a collection of objects to the child and ask him to count them - then ask how many objects are in the collection

Are able to count the number of tens in a group up to ten times

Are able to arrange two groups so that they are equal in number up to ten items in each group

Are able to compare the size of two collections by counting - Which group is larger, smaller, same, how many more are needed to make them the same, how many must be removed from the larger group to make the groups the same?

Are able to mentally count forward or backward to arrive at an answer

Are able to guesstimate up to five items, randomly arranged in a group without counting each item

Are able to associate a number with a set pattern (1-10) See particular math series used in your building for patterns

		K-1
		1
		K-1
		K-1
		1
		1
		1

SCHOOL READINESS AND SKILLS FOUNDATIONS (CONTINUED)

Symbols (P = Pre-Kindergarten
(K = Kindergarten
(1 = First Grade

Symbols refer to the END of each of the instruction periods.

Behavioral Goal

Proportion of Class That Can Be Expected to Have Achieved Goal

Very Few In Class Many In Class Most In Class

Number Knowledge (Continued)

Counting - notation

Are able to associate the verbal names with the numerals 1 - 9 - Teacher writes 7, child says "seven"

Are able to associate the verbal name with the numeral 0

Are able to associate the verbal names with the numerals 0 - 100

Are able to associate the verbal names with the numerals 0 - 1000

Are able to write the numerals 1 - 9

Are able to write the numeral 0

Are able to write the numerals to 100

Are able to write a specific numeral (0 - 100) upon request- Teacher says write the numeral for _____, child writes the designated number

Are able to recognize Roman numerals 1 through 10

Counting

Are able to rename (reorganize) numbers - Nineteen is another name for ten and nine more - ten and nine is another name for nineteen

Are able to extend simple patterns - oxoxo - ooxoo -

		K-1
		K-1
		1
		1
		1
		1
		1
		1
1		
		1
		K-1

SCHOOL READINESS AND SKILLS FOUNDATION (CONTINUED)

Symbols (P = Pre-Kindergarten
(K = Kindergarten
(1 = First Grade

Symbols refer to the END of each of the instruction periods.

Proportion of Class That Can Be Expected to Have Achieved Goal

Behavioral Goal

Very Few In Class Many In Class Most In Class

Number Knowledge (Continued)

Counting - ordinal-rote

Are able to count by ordinal names - first, second, third, fourth to tenth

Are able to count by ordinal names to thirty - first, second, twenty-ninth, thirtieth

Counting - ordinal-rational

Are able to identify the position of an object by its ordinal number - Mary is fifth in line-color the second circle

Measurement

Appreciate that the measure of an object varies depending on the unit of measure employed - Units of measure might be a shoe length, a stride, elbow to fingertip

Develop an appreciation for the gross distinctions between the measure of a day, week, month

Appreciate that a calendar is used to measure time and that the units of measure are day, week, month, year

Appreciate that a thermometer measures temperature and the unit of measure is a degree

Appreciate that a watch (clock) measures time and the units of measure are seconds, minutes, and hours

		1
	1	
		1
		1
		1
		1
		1
		1

SCHOOL READINESS AND SKILLS FOUNDATIONS (CONTINUED)

(P = Pre-Kindergarten
 Symbols (K = Kindergarten
 (1 = First Grade

Symbols refer to the END of each of
 the instruction periods.

Behavioral GoalProportion of Class That Can Be
Expected to Have Achieved GoalVery Few
In ClassMany In
ClassMost In
ClassNumber Knowledge (Continued)

Measurement (Cont.)

Appreciate that a scale measures
 weight and the units of measure
 are ounce and pound

1

Tell time by the hour

1

Tell time by the half-hour

1

Money

Are able to identify a penny,
 nickel, dime, quarter

K-1

Are able to rank value of coins
 from smallest to largest

K-1

Are able to understand that
 money (coins) can be used to
 make purchases

K-1

Are able to appreciate that a
 quarter will buy more than a
 dime or nickel

K-1

Are able to correctly identify
 a picture of the back of a
 penny, nickel, dime, quarter

1

Demonstrate the ability to
 exchange pennies, nickels,
 dimes and quarter for equiv-
 alent amounts - 5 pennies =
 1 nickel; 5 nickels = 1 quar-
 ter; 2 dimes and 1 nickel =
 1 quarter

1

SCHOOL READINESS AND SKILLS FOUNDATIONS (CONTINUED)

Symbols (P = Pre-Kindergarten
(K = Kindergarten
(1 = First Grade

Symbols refer to the END of each of the instruction periods.

Behavioral Goal

Proportion of Class That Can Be Expected to Have Achieved Goal

Very Few In Class Many In Class Most In Class

Number Knowledge (Continued)

Geometry

Are able to identify notions of point, line, plane

Are able to associate the name triangle with a closed plane figure having three sides

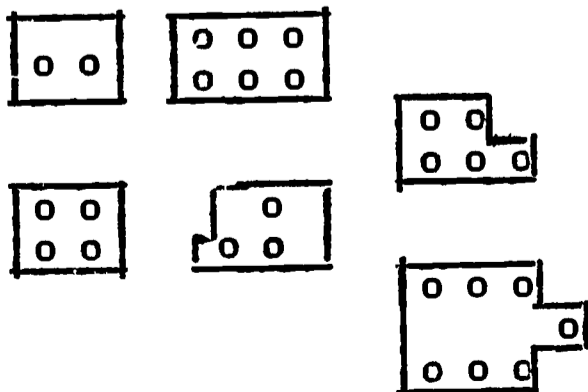
Are able to associate the name square with a closed plane figure having four equal sides parallel in pairs and having four right angles

Are able to associate the name rectangle with a closed plane figure having one pair of equal and parallel opposite sides and four right angles

Are able to associate the name circle with a simple closed plane curve all of whose points are the same distance from a fixed inside point, called the center

Rational counting - even-odd

Are able to create geometric patterns to illustrate the physical differences between even number of objects and odd number of objects up to 20



	K	1
	K	1
	K	1
	K	1
	K	1
	K	1
	K	1

SCHOOL READINESS AND SKILLS FOUNDATIONS (CONTINUED)

Symbols (P = Pre-Kindergarten
(K = Kindergarten
(1 = First Grade

Symbols refer to the END of each of the instruction periods.

Proportion of Class That Can Be Expected to Have Achieved Goal

Very Few In Class Many In Class Most In Class

Number Knowledge (Continued)

Rational counting - even-odd (Cont)

Are able to recognize that some collections of objects can be divided into two collections having the same cardinality - A collection of six objects can be divided into two collections with each containing three items. A collection of five objects cannot

Are able to identify even numerals up to 20

Are able to identify odd numerals up to 20

Rational Numbers

Are able to show one-half of a set (group)

Are able to show one-third of a set

Are able to show one-fourth of a set

Are able to associate the symbol $1/2$ with a half of a set

Are able to associate the symbol $1/3$ with a third of a set

Are able to associate the symbol $1/4$ with a fourth of a set

	K	1
	1	
	1	
	K	1
	K	1
	K	1
		1
		1
		1

SCHOOL READINESS AND SKILLS FOUNDATIONS (CONTINUED)

Symbols (P = Pre-Kindergarten
(K = Kindergarten
(1 = First Grade

Symbols refer to the END of each of the instruction periods.

Behavioral GoalProportion of Class That Can Be Expected to Have Achieved GoalVery Few
In ClassMany In
ClassMost In
ClassNumber Knowledge (Continued)

Rational numbers (Cont.)

Are able to respond to the statement $1/2$ of $n =$

$$\frac{n}{2}$$

Are able to respond to the statement $1/3$ of $n =$

$$\frac{n}{3}$$

Are able to respond to the statement $1/4$ of $n =$

$$\frac{n}{4}$$

Vocabulary

Are able to identify the item in a collection which can be described with one of the following:

little, littler, littlest
big, bigger, biggest
short, shorter, shortest
under, above, over
tall, taller, tallest
higher, lower
bottom, top
more, less
large, larger, largest

Classroom Activity Skills

Demonstrate ability to attend to classroom activities

Are independent and self-sufficient

	1	
	1	
	1	
		K-1
	P-K	1
	P-K	1

SCHOOL READINESS AND SKILLS FOUNDATIONS (CONTINUED)

Symbols (P = Pre-Kindergarten
(K = Kindergarten
(1 = First Grade

Symbols refer to the END of each of
the instruction periods.

Behavioral GoalProportion of Class That Can Be
Expected to Have Achieved Goal

Very Few Many In Most In
In Class Class Class

Classroom Activity Skills (Cont.)

Handle crayon or pencil properly

Handle scissors adequately

Know how to handle and care for
booksCooperate cheerfully in daily
routines

Adapt to classroom procedures

Plan and carry out classroom
activities

Work independently

Work in small groups

Develop habits of learning,
listening, and questioningDemonstrate initiative and sense
of responsibility in the class-
room

Demonstrate self-control

Listen and follow directions in
a teacher-directed group activityRespond appropriately in musical,
rhyming and rhythmic activitiesRecognize basic male and female
rolesUnderstand cause and effect rela-
tionships - able to infer

Know parts of body

	P	K-1
P-K	1	
		P-K-1
	P-K	1
		P-K-1
P-K		1
	P-K	1
	P-K	1
	P-K	1
P-K		1
	P-K	1
	P-K	1
	P-K	1
	P	K-1
1		
	P	K-1

BEHAVIORAL EXPECTATIONS - PRE-K → K → 1

MOTIVATIONAL SKILLS

Definition - Attitude toward school and what it represents, more than positive self-concept which could be: "I can't read but think well of myself anyhow;" rather, "I think well of myself and I want very much to learn to read."

<u>Behavioral Goal</u>	<u>Proportion of Class That Can Be Expected to Have Achieved Goal</u>		
	<u>Very Few In Class</u>	<u>Many In Class</u>	<u>Most In Class</u>
<u>Self-Awareness</u>			
Give and receive affection		P-K	1
Give and receive praise		P-K	1
Learn pride in being selves	P	K	1
Demonstrate pride in selves and own accomplishments		P-K	1
Have a feeling of physical adequacy		P	K-1
Feel accepted by society in general		P-K	1
Are eager to work and play with other children		P-K	1
Desire positive relationships with peers	P	K	1
Desire positive relationships with teacher		P-K	1
Approach teacher confidently with comments and questions		P	K-1
Actively seek answers to own questions	P	K	1
Respond to criticisms and encouragement in positive manner		P-K	1
Exhibit coping mechanisms for internalizing success or psychologically surviving failure		P-K	1

Symbols (P = Pre-Kindergarten
(K = Kindergarten
(1 = First Grade

Symbols refer to the END of each of the instruction periods.

MOTIVATIONAL SKILLS (CONTINUED)

Symbols (P = Pre-Kindergarten
(K = Kindergarten
(1 = First Grade

Symbols refer to the END of each of the instruction periods.

Behavioral GoalProportion of Class That Can Be Expected to Have Achieved Goal

Very Few In Class Many In Class Most In Class

School-Awareness

Make observations concerning own environment

P-K

1

Look for verbal and other types of assistance when offered by an adult

P-K

1

Demonstrate ability to attend to school tasks

P-K

1

Are eager to attack and complete specific tasks within grade level expectations

P

K-1

Have expectation of disapproval when a task is not performed properly, or is left unfinished

P

K-1

Expect reward for performance, for successful task completion

P-K

1

Use new tools and techniques in solving problems

P

K

1

Demonstrate a sense of responsibility and respect for classroom, community, and school

P-K

1

Express enthusiasm for school activities

P

K-1

Desire to excell in school activities

P

K

1

Share school activities with parents

P

K-1

Demonstrate awareness of books

P

K-1

Exhibit eagerness to explore the contents of books

P

K-1

Indicate that books are a source of knowledge as well as entertainment

P

K

1

BEHAVIORAL EXPECTATIONS - PRE-K → K → 1

BASIC LEARNING SKILLS

Definition - How to learn, gather from environment, store, organize, communicate back, etc.

Behavioral Goal

Proportion of Class That Can Be Expected to Have Achieved Goal

Very Few In Class Many In Class Most In Class

Assimilation and Use of Words, Ideas, and Concepts

Attend to a learning task

Learn through manipulating, investigating, and exploring ideas and materials in their environment

Remember the names of, and point out, objects common to young children

Gather, use, and understand new words learned through daily experiences

Use new words they hear

Arrange a picture story with events in correct sequence

Answer questions about a story which has been read

Re-tell, in simple words, supplying main details, a story which has been read aloud

Come before the class and relate some personal experience so that the group may enjoy it

Kinaesthetic abilities:
 crayon larger objects and stay within lines; express experiences with paint or crayon; trace objects by following dotted lines; interpret language materials through body motion as dramatization, or dancing, skipping, hopping; puts together simple puzzles

P		K-1
	P	K-1
	P	K-1
P	K	1
K	1	
P	K	1
	P	K-1
P	K	1
	P	K-1
P		K-1

Symbols (P = Pre-Kindergarten
 (K = Kindergarten
 (1 = First Grade

Symbols refer to the END of each of the instruction periods.

BASIC LEARNING SKILLS (CONTINUED)

Symbols (P = Pre-Kindergarten
 (K = Kindergarten
 (1 = First Grade

Symbols refer to the END of each of the instruction periods.

Behavioral Goal**Proportion of Class That Can Be Expected to Have Achieved Goal**

Very Few In Class Many In Class Most In Class

Assimilation and Use of Words, Ideas, and Concepts (Continued)

Understand left-to-right progression

Organize and classify concepts

Memorize songs and rhymes

Demonstrate comprehension of stories, poems, and songs

Identify main ideas of stories

Title a story

Show awareness of major events from news media

Demonstrate ability to transfer words from charts and flashcards to pre-primer reading material

Find pages in books readily

Name seasons of the year in order and describe them

Read at grade level expectation

Demonstrate math skills to grade level expectation

Recognize meaning of "next week" and "next Thursday"

Recognize action of a magnet and what it will attract

Recognize parts of the body

Associate sounds of animals with pictures and names of animals

P	K	1
K	1	
	P	K-1
P	K	1
K	1	
K	1	
P	K	1
K		1
K	1	
K	1	
	1	
	K	1
K		1
P	K	1
P		K-1
	P	K-1

BASIC LEARNING SKILLS (CONTINUED)

Symbols (P = Pre-Kindergarten
 (K = Kindergarten
 (1 = First Grade

Symbols refer to the END of each of the instruction periods.

Behavioral GoalProportion of Class That Can Be Expected to Have Achieved GoalVery Few In ClassMany In ClassMost In ClassAssimilation and Use of Words, Ideas, and Concepts (Continued)

Select their own books, knowing what can be accomplished with a particular book

Write a book report

Can read a calendar

Make up their own stories

Social Maturity

Relate to objects and people in the environment

Are oriented to the neighborhood - find way to and from school

Are oriented to the school building

Follow basic safety regulations, both in and around school

Follow directions, verbal and written

Are flexible in meeting demands of the classroom

Accept responsibility appropriate for age and maturity. Carry out instructions completely in line with age and maturity

Understand and accept classroom and trip rules and regulations

Work well independently

Work constructively in a group

K	1	
1		
K	1	
1		
P		K-1
	P	K-1
P		K-1
P		K-1
P		K-1
P		K-1
P		K-1
	P	K-1
P		K-1
P		K-1

BASIC LEARNING SKILLS (CONTINUED)

Symbols (P = Pre-Kindergarten
(K = Kindergarten
(1 = First Grade

Symbols refer to the END of each of the instruction periods.

Behavioral Goal**Proportion of Class That Can Be Expected to Have Achieved Goal**

Very Few Many In Most In
In Class Class Class

Social Maturity (Continued)

Quotes name, age, birthday, address, phone number, etc.

Use language effectively

Respond to questions in sentence form

Willingly share personal experiences

Speak before a class

Willingly listen to others

Contribute ideas to classroom discussions

Contribute relevant ideas to group discussions

Follow the thought and sequence of discussions

Make up dialogue for dramatization and role-playing

Demonstrate proper care and use of books and other property

Indicate a parental awareness of the importance of school program

Demonstrate a feeling of physical adequacy (Vineland Social Maturity Scale - 8 - 19)

P		K-1
	P	K-1
P	K	1
	P	K-1
	P	K-1
P		K-1
	P	K-1
P	K	1
P	K	1
P	K	1
P		K
	P	K-1

BEHAVIORAL EXPECTATIONS - PRE-K → K → 1

DEVELOPMENT OF LANGUAGE SYSTEM

Definition - Reasonable skill in that language system required for success in school and society, even when this language system is different from that brought to the school by the child.

Behavioral Goal

Proportion of Class That Can Be Expected to Have Achieved Goal

Very Few In Class Many In Class Most In Class

Speech Skills

Express self spontaneously

Use the new words heard

Use vocabulary within own level of understanding

Speak with expression

Speak in complete sentences

Control the volume of voice

Exhibit no infantile preservations in speech

Identify objects in the immediate environment, using proper sentence form

Learn to carry on telephone conversations

Use both affirmative and negative statements in reply to a question; i.e., "What is this?" "This is a ball." "It is not a pencil."

Use both affirmative and negative statements in reply to a command; i.e., "This ball is red." "It is not blue."

Attribute properties or ownership to objects, using proper sentence form

Use pronouns correctly

		P-K-1
		P-K-1
		P-K-1
	P	K-1
P	K	1
	P	K-1
	P	K-1
P	K	1
	P	K
P	K	1
	P	K-1
	P	K-1

Symbols (P = Pre-Kindergarten
(K = Kindergarten
(1 = First Grade

Symbols refer to the END of each of the instruction periods.

DEVELOPMENT OF LANGUAGE SYSTEM (CONTINUED)

Symbols (P = Pre-Kindergarten
 (K = Kindergarten
 (1 = First Grade

Symbols refer to the END of each of the instruction periods.

Behavioral GoalProportion of Class That Can Be Expected to Have Achieved GoalVery Few In ClassMany In ClassMost In ClassSpeech Skills (Continued)

Use prepositions correctly in describing arrangements of objects (on, in, under, over, between)

Use conjunctions in simple deductions; or, not

Place sequentially, or in proper order, elements of a complete sentence

Use compound sentences

Use correct grammar in speaking

Recognition Skills

Recognize that all things have names and that things which appear different may have the same names

Recognize that printed words may be utilized to describe pictures

Comprehend reading material appropriate to grade level - read by another

Comprehend reading material appropriate to grade level - read by the child

Imply contrast or differentiation in the identification of objects using proper sentence forms

Learn to handle simple symbolic representations (picture of self, name toys, traffic sign, flag)

	P	K-1
P	K	1
P	K	1
P	K	1
P	K	1
P	K	1
		P-K-1
		P-K-1
		1
	P	K-1
		P-K-1

DEVELOPMENT OF LANGUAGE SYSTEM (CONTINUED)

(P = Pre-Kindergarten
 Symbols (K = Kindergarten
 (1 = First Grade

Symbols refer to the END of each of
 the instruction periods.

Behavioral GoalProportion of Class That Can Be
 Expected to Have Achieved Goal

Very Few Many In Most In
In Class Class Class

Recognition Skills (Continued)

Draw inferences from reading
 material

P

K-1

Differentiate between fiction
 and fact in relating personal
 experiences as well as in
 stories

P

K-1

Classify and place objects in
 categories

P

K-1

Use polar opposites (big-little;
 up-down)

P

K-1

Discriminate between shorter and
 taller

P

K-1

Translate parts of visible words
 into sounds and use the sounds
 to work out the recognition and
 pronunciation of the word -
 (phonics)

K

1

Identify word in printed form and
 associate the printed symbol with
 spoken word already known

P

K-1

Organize ideas, stories, and
 experiences in sensible way

P

K

1

Know techniques of word analyses
 appropriate for grade level

K

1

Understand the use of a metaphor -
 "As white as snow"

P

K

1

DEVELOPMENT OF LANGUAGE SYSTEM (CONTINUED)

Symbols (P = Pre-Kindergarten
 (K = Kindergarten
 (1 = First Grade

Symbols refer to the **END** of each of the instruction periods.

Behavioral GoalProportion of Class That Can Be Expected to Have Achieved GoalVery Few
In ClassMany In
ClassMost In
ClassListening Skills

Listen skillfully; hear differences between "me go," and "I want to go"

Demonstrate listening comprehension of stories, films and filmstrips

Respond to taped instructions and games through headsets

	P	K-1
P	K	1
P	K	1

BEHAVIORAL EXPECTATIONS - PRE-K → K → 1

SOCIALIZATION

Definition - Behaviors related to the values and mores of society which enable people to inter-relate positively

Behavioral Goal

Proportion of Class That Can Be Expected to Have Achieved Goal

Very Few In Class Many In Class Most In Class

Social Awareness

Demonstrate consideration of others

Value care of public property

Become concerned for someone else's properties because he wants others to care for his

Distinguish between own property and that of others

Volunteer to do little things for others

Desire to be an accepted member of a group - can subordinate own needs for larger group

Recognize the more subtle needs of his classmates; i.e., sympathizes with a bully for his unhappiness

Are aware of the feelings of those around them - begin to think of how own actions affect others

Appreciate the rewards of controlling anger toward others

Demonstrate flexibility in ideas and behavior

Identify with those who do the less glamorous jobs

Recognize that social "give and take" situations need guidance, not dictatorship, from the teacher

P	K	1
P	K	1
P	K	1
P	K	1
	P	K-1
	P	K-1
P	K	1
P	K	1
P	K	1
	P	K-1
K	1	
K	1	

Symbols (P = Pre-Kindergarten
(K = Kindergarten
(1 = First Grade

Symbols refer to the END of each of the instruction periods.

SOCIALIZATION (CONTINUED)

(P = Pre-Kindergarten
 Symbols (K = Kindergarten
 (1 = First Grade

Symbols refer to the END of each of
 the instruction periods.

Behavioral GoalProportion of Class That Can Be
 Expected to Have Achieved Goal

Very Few Many In Most In
In Class Class Class

Social Awareness (Continued)

Fully appreciate how (for example)
 the postman, helps one's own
 family

Recognize family team contribution
 - contributing as a member of own
 family

Understand the concept of rules -
 laws - order - right from wrong

Evaluate rules and judge progress

Help in establishing rules

Tell own name and address on
 request

Understand ownership

Demonstrate developing respect
 for people, things, and ideas

Tolerate separation from family
 for increasingly longer periods
 of time

Use appropriate language for:
 conversation, asking questions,
 and making wants known

Adjust quickly to new adults

Accept adult direction without
 objections or resentment

Show preference for children when
 both children and adults are
 present

K	1	
K	1	
P	K	1
K	1	
K	1	
P	K	1
	P	K-1
P	K	1
	P	K-1
	P	K-1
	P	K-1
	P	K-1
	P	K-1

SOCIALIZATION (CONTINUED)

(P = Pre-Kindergarten
 Symbols (K = Kindergarten
 (1 = First Grade

Symbols refer to the END of each of
 the instruction periods

Behavioral GoalProportion of Class That Can Be
 Expected to Have Achieved Goal

Very Few Many In Most In
In Class Class Class

Individual to Group Activities

Solitary play

P-K-1

Parallel play

P-K-1

Paired play - two youngsters

P

K

1

Cooperative play

P

K-1

Play cooperatively - learn to
take turns

P

K-1

Show desire for social relation-
ships

P

K-1

Show group awareness - but little
group participation

P

K-1

Demonstrate dependability as a
member of a group

P

K

1

Show increasing independence,
particularly in routine

P

K-1

Share in making and carrying out
group and individual plans

P

K

1

Work cooperatively with other
children; take responsibility for
own actions

P

K

1

Demonstrate good housekeeping
abilities

P

K

1

Care for own belongings, for
common property; assume responsi-
bility for appearance of the
classroom; carry out helper role

P

K

1

Suppress a normal tendency to
interrupt others

P

K

1

Make new friends from time to
time

P

K-1

SOCIALIZATION (CONTINUED)

(P = Pre-Kindergarten
 Symbols (K = Kindergarten
 (1 = First Grade

Symbols refer to the END of each of
 the instruction periods.

Behavioral GoalProportion of Class That Can Be
 Expected to Have Achieved Goal

Very Few Many In Most In
In Class Class Class

Individual to Group Activities (Cont)

Share materials and toys; willingly
 take turns in use

Act democratically in a variety
 of situations

Know how to enter a peer group
 activity in a non-destructive way

Independent Play (Solitary Play)

Enjoy simple dramatization with
 central theme, rather than
 through cooperation

Personal Qualities

Are very curious

Indicate understanding of
 authority and authority figures

Seek help when needed

Accept a variety of roles that
 society suggests: son-daughter,
 masculine-feminine, bright-dull,
 smallest-largest

Learn to be a good influence on
 others

Begin to be a "good example"

Demonstrate willingness to follow
 as well as lead

Accept role of leader

Feel and express good and bad
 feelings about self

Recognize and try to control
 emotions

P	K	1
P	K	1
P	K	1
	P	K-1
	P	K-1
P	K	1
	P	K-1
	P	K-1
P	K	1
P	K	1
	P	K-1
	P	K-1
	P	K-1
	P	K-1

SOCIALIZATION (CONTINUED)

Symbols (P = Pre-Kindergarten
(K = Kindergarten
(1 = First Grade

Symbols refer to the END of each of the instruction periods.

Behavioral GoalProportion of Class That Can Be Expected to Have Achieved Goal

Very Few Many In Most In
In Class Class Class

Personal Qualities (Continued)

Demonstrate persistence

P

K-1

Respond to a person in need; i.e., a lonely person is noticed

P

K-1

Understand significance of words - also understand that they can convey strong emotional feelings

P

K-1

Tolerate complexity

P

K-1

Demonstrate awareness of consequences of one's behavior

P

K-1

Show little or no prejudice

P

K-1

Show ability to overcome temporary likes and dislikes

P

K-1

Accomplish some simple planning with guidance

P

K-1

Have a sense of humor

P

K-1

Show developing ability to resolve minor conflicts with others

P

K-1

Show empathy for associates' feelings, troubles, or hurts

P

K-1

Appreciate the contributions of others, such as:

parents in earning money
playmates in making a group to play
teachers to help have new experiences

P

K-1

Deal with stresses and practice reasonable self-control

P

K-1

SOCIALIZATION (CONTINUED)

Symbols (P = Pre-Kindergarten
 (K = Kindergarten
 (1 = First Grade

Symbols refer to the END of each of the instruction periods.

Behavioral GoalProportion of Class That Can Be Expected to Have Achieved Goal

Very Few In Class Many In Class Most In Class

Personal Qualities (Continued)

Understand behavior - fair, just, friendly, unfair, unjust, unfriendly

Understand, to some degree, concept of being a contributing member to society

Show development of conscience

Forestall need for immediate gratification of a wish

	P	K-1
P	K	1
P	K	1

MEANS OF SELF-EXPRESSION

Definition - The ways in which an individual communicates his uniqueness to his fellows - the development of uniqueness of personality

Behavioral Goal

Proportion of Class That Can Be Expected to Have Achieved Goal

Very Few In Class Many In Class Most In Class

In Role As Group Member

Are aware of affect on others as individual group members

P

K

1

Demonstrate sufficient mastery of speech to be used as a tool - hence a part of one's social personality

P

K-1

Feel pride when being praised for being helpful or courteous

P

K-1

Understand being a part of a large group - "one of the team"

P

K

1

Make routine plans with adults; i.e., treat time, procedure for trips, etc.

P

K-1

Accept coaching well and develop positive attitudes toward coaching

P

K-1

Accept criticism well and develop positive attitudes toward criticism

K

1

Respond to praise for "sharing" with others

P

K

1

Feel achievement in self-sufficiency or independence

P

K-1

Attempt to produce detail - creative imagination turns toward realism

K

1

Adjust to simple routine and orderly living patterns

P

K

1

Carry on a project over several days' time

P

K

1

Symbols (P = Pre-Kindergarten
(K = Kindergarten
(1 = First Grade

Symbols refer to the END of each of the instruction periods.

MEANS OF SELF-EXPRESSION (CONTINUED)

Symbols (P = Pre-Kindergarten
 (K = Kindergarten
 (1 = First Grade

Symbols refer to the END of each of the instruction periods.

Behavioral GoalProportion of Class That Can Be Expected to Have Achieved Goal

Very Few In Class Many In Class Most In Class

In Role As Group Member (Continued)

Direct attention toward a picture or other object displayed to the class

Distinguish right from left; front from back; and point on request

Gain necessary poise and confidence to be host or perform before a group

Find happiness in doing for others rather than self

Maintain attention for a reasonable period of time on a single task

Show interest in good manners and social vocabulary

Show interest in pets and animals

Ask for help when needed

Offer positive and constructive evaluation of own work and work of others

Cooperate with other children in group activities, concurrently developing ability to work independently within the group

Are confident of ability to use the materials

Show positive self-image - know needs and wants

P	K	1
P	K	1
1		
1		
P	K	1
K	1	
		P-K-1
	P	K-1
K	1	
P	K	1
P	K	1
P	K	1

MEANS OF SELF-EXPRESSION (CONTINUED)

Symbols (P = Pre-Kindergarten
(K = Kindergarten
(1 = First Grade

Symbols refer to the END of each of the instruction periods.

Behavioral GoalProportion of Class That Can Be Expected to Have Achieved Goal

Very Few Many In Most In
In Class Class Class

Social Member of a Group

Overcome need for guidance to avoid angry behavior

Assume democratic spirit and responsibility in leadership role

Find answers to questions and problems through: investigation, observation, books, questioning people

Choose constructive, not destructive, activities during free choice time

Feel free within limits of classroom to: move about, investigate environment, test skills, use the materials and equipment in the room* (society forces restrictions as child progresses through the school)

Take part in the planning and evaluation of field trips and excursions

Large Play Equipment

Use imagination in use of equipment

Indicate eagerness to try out new and more difficult equipment

Play eagerly

Work hard to become more skilled when highly motivated

Are thrilled by achievement

Experience success through concentration on certain types of equipment

K	1	
K	1	
1		
P	K	1
1	K	P
P	K	1
		P-K-1
		P-K-1
		P-K-1
P	K	1
		P-K-1
P	K	1

MEANS OF SELF-EXPRESSION (CONTINUED)

Symbols (P = Pre-Kindergarten
(K = Kindergarten
(1 = First Grade

Symbols refer to the END of each of the instruction periods.

<u>Behavioral Goal</u>	<u>Proportion of Class That Can Be Expected to Have Achieved Goal</u>		
	<u>Very Few In Class</u>	<u>Many In Class</u>	<u>Most In Class</u>
<u>Music</u>			
Develop facility in use of musical sounds	K	1	
Distinguish differences in Metric Patterns - listen for change in rhythm, or type of music	K	1	
Use various instruments to experiment with rhythm, sound, and tone	P	K	1
Enjoy participation in singing games	P	K	1
Respond to action songs with appropriate movement		P	K-1
Discriminate among sounds and respond to recordings of rhythms symbolizing some of the following activities: windmills, trucks, boats, airplanes, highstepping horses, rag doll, seals, monkeys	K	1	
Show satisfactory development of rhythm responses by use of following stimuli: silk scarfs, balls, colored balloons, etc.	K	1	
Show satisfactory development of rhythm responses by use of the following musical instruments: piano, phonograph, drums, rattles, rhythm sticks, triangles, tambourines, majoracas	K	1	
Show satisfactory development in rhythm responses by: clapping, hopping, jumping, sliding, skipping, animal walking	P	K	1

MEANS OF SELF-EXPRESSION (CONTINUED)

Symbols (P = Pre-Kindergarten
 (K = Kindergarten
 (1 = First Grade

Symbols refer to the END of each of
 the instruction periods.

Behavioral GoalProportion of Class That Can Be
 Expected to Have Achieved Goal

Very Few Many In Most In
In Class Class Class

Play

Like to join adults for such
 activities as: cooking - carpentry

Are outgrowing the messy materials
 such as sand, water, mud; play is
 becoming more organized

Enjoy climbing, running, and
 jumping

Use large muscles quite well, and
 are beginning to control smaller
 muscles

Show interest in playing with
 other children

Toys

Make creative use of toys:
 dress dolls; build variety of
 structures with blocks; re-
 arrange doll furniture

Choose toys and games for
 releasing feelings

Choose toys for pretending

Choose games and toys that
 represent mental challenge

Choose toys and games that
 stretch and strengthen large
 muscles

		P-K-1
P	K	1
		P-K-1
P	K	1
		P-K-1
1	K	P
K-1	P	
1	K	P
P-K	1	
1	P-K	

BEHAVIORAL EXPECTATIONS - PRE-K → K → 1

PHYSICAL DEVELOPMENT

Definition: The development of body in terms of its potential in areas of functional strength, coordination, rhythm; the acquisition of knowledge which will lead to the maintenance of a physically active individual in good health.

Behavioral Goal

Proportion of Class That Can Be Expected to Have Achieved Goal

Very Few In Class Many In Class Most In Class

Coordination

Can walk a straight line

Can walk up and down stairs

Can move without attracting attention or disturbing or hurting others

Are skilled in hopping, skipping, bouncing balls, etc.

Look in the direction one is running

Can run for a short period of time without fatigue

Gallop for a short period of time

Can skip alternately

Can coordinate the large muscles of the arms and legs

Can do a jumping jack

Can change position from a stand to a sit or squat

Can do a squat thrust

Are able to move around the gym or playing area and, on a given signal, find a bean bag on the floor to stand on

Can jump up in the air, landing on both feet

	P	K-1
	P	K-1
	P	K-1
K	1	
P	K	1
		P
	P	K-1
P		K-1
P	K	1
P	K	1
P	K	1
		K-1
		P-K-1

Symbols (P = Pre-Kindergarten
(K = Kindergarten
(1 = First Grade

Symbols refer to the END of each of the instruction periods.

PHYSICAL DEVELOPMENT (CONTINUED)

Symbols (P = Pre-Kindergarten
 (K = Kindergarten
 (1 = First Grade

Symbols refer to the END of each of the instruction periods.

Behavioral Goal**Proportion of Class That Can Be Expected to Have Achieved Goal****Coordination (Continued)**

Jump forward, backward, and side-ways

Can hop on one foot about ten times using both right and left feet

Show consistent handedness in eating, coloring, cutting, etc.

Distinguish left from right on his own person

Use scissors

Show adequate eye-hand coordination in using crayons, scissors, etc.

Put on and remove coat, snowsuit, hat, mittens, rubbers, boots, etc., without assistance

Are able to roll over in a forward roll and land on shoulders and upper back (head between knees)

Can balance a bean bag on head and walk for a short distance

Can walk a line on a rope on the floor, or a low balance beam, using the arms for balance

Can drop a ball out of hands and catch it on the rebound

Can roll a ball at the wall and recover it

Can roll a ball to a partner and catch a ball that is rolled back

Experiment in bouncing a ball - are sometimes successful in maintaining a bounce

Very Few In Class **Many In Class** **Most In Class**

P	K	1
P	K	1
	P	K-1
K	1	
	P	K-1
P	K	1
P	K	1
P		K-1
	P	K-1
P	K	1
	P	K-1
	P	K-1
	P	K-1
K	1	

PHYSICAL DEVELOPMENT (CONTINUED)

Symbols (P = Pre-Kindergarten
(K = Kindergarten
(1 = First Grade

Symbols refer to the END of each of the instruction periods.

Behavioral GoalProportion of Class That Can Be Expected to Have Achieved GoalVery Few In ClassMany In ClassMost In ClassCoordination (Continued)

Can throw a ball straight up (about head height) and catch it

Can roll a ball at a stationary target (about 15 ft. away) and hit it

Can throw a ball overhand

Can jump over a rope held about six inches off the floor, using both feet together

Can swing a jump rope over head and jump the rope with both feet (rope is behind individual at beginning)

Is beginning to jump rope forward with a continual motion

Have motor coordination advanced sufficiently to carry out purposes well enough to satisfy self

Rhythm

Use the whole body in rhythm and games

Can move parts of the body separately

Can walk, skip, jump, hop, gallop, to music or to the beat of a drum

Can move or dance in simple formations such as a circle, double line facing each other, single file, or facing a partner

Show imagination in creative rhythms; can show own ideas using body as the medium of expression

P	K	1
K	1	
	K	1
	P	K-1
	K	1
K		1
	K	1
	P	K-1
	P	K-1
	P	K-1
P	K	1
K		1

PHYSICAL DEVELOPMENT (CONTINUED)

Symbols (P = Pre-Kindergarten
(K = Kindergarten
(1 = First Grade

Symbols refer to the END of each of the instruction periods.

Behavioral GoalProportion of Class That Can Be Expected to Have Achieved Goal

Very Few In Class Many In Class Most In Class

Rhythm (Continued)

Establish a rhythm for cutting

Can drop and catch a ball to music

Participate in rhythm bands, games

Strength

Carry his body in an upright alignment suited to the particular physique

Climb from one object to another

Climb to the top of a jungle gym

Are able to climb up on an object at least three feet high and jump off

Can support own weight by hanging

Are able to pull own weight on the floor in a seal walk position

Can pull on a rope and swing

Are beginning to pull own weight up on the rope and climb, using arms and legs

Are beginning to pull own chin over a bar using arms only

Are able to do animal walks such as cat walk, bunny hop, frog jump, crab walk, etc.

Have enough strength in trunk area to do at least ten sit-ups with arms stretched overhead

	<u>Very Few In Class</u>	<u>Many In Class</u>	<u>Most In Class</u>
	P	K	1
	P	K	1
			P-K-1
			P-K-1
		P	K-1
		P	K-1
		P	K-1
			P-K-1
	P		K-1
	K	1	
	K	1	
			P-K-1
	P	K	1

PHYSICAL EDUCATION (CONTINUED)

Symbols (P= Pre-Kindergarten
(K= Kindergarten
(1= First Grade

Symbols refer to the END of each of the instruction periods.

Behavioral Goal**Proportion of Class That Can Be Expected to Have Achieved Goal**

Very Few In Class **Many In Class** **Most In Class**

Health

Cover sneezes and coughs

Get plenty of sunshine

Obtain the proper amount of sleep

Eat and enjoy wholesome foods

Have good eating habits

Have acquired pride in cleanliness

Have normal auditory acuity; hear oral directions clearly; give no indication of hearing loss

Have normal visual acuity; see clearly from any part of the classroom; hold books at normal distance from eyes

Use the lavatories properly

Wear proper clothing

Know the parts of the body

Know the physical processes of the body

Have learned to accept health examinations and necessary isolation and immunization measures willingly and with some understanding

Uses own toothbrush, towel, and face cloth

Have diminished sleeping time to 11-13 hours

Willingly lie down and rest and relax at intervals, and at a regular bedtime

K	1	
		P-K-1
P	K	1
P	K	1
P	K	1
K	1	
		P-K-1
		P-K-1
P	K	1
	K	1
	P	K-1
1		
	P	K-1
		P-K-1
		P-K-1

PHYSICAL DEVELOPMENT (CONTINUED)

Symbols (P= Pre-Kindergarten
(K= Kindergarten
(1= First Grade

Symbols refer to the END of each of the instruction periods.

Behavioral Goal**Proportion of Class That Can Be Expected to Have Achieved Goal**

Very Few Many In Most In
In Class Class Class

Attitudes

Can lead the group in some activity

P	K	1
---	---	---

Follow the leadership of a classmate in games such as follow-the-leader or in exercises

P	K	1
---	---	---

Can follow simple directions and rules for low organized games

	P	K-1
--	---	-----

Can help a friend in stunts such as wheelbarrow or a sit-up - (holding feet)

	P	K-1
--	---	-----

Can try new things

	P	K-1
--	---	-----

Are willing to attempt physical activities that do not come easily

P	K	1
---	---	---

Can play cooperatively with other children in a game or activity situation

		P-K-1
--	--	-------

Are resourceful in play activity

	P	K-1
--	---	-----

Can wait for a short period of time for turn on equipment

		P-K-1
--	--	-------

Know the difference between informal play and purposeful work activity

P		K-1
---	--	-----

Know the joy of working and playing hard

	P	K-1
--	---	-----

Know that exercise is important to develop and maintain physical fitness and aid in growing normally through the year

		1
--	--	---

Can repeat a physical performance to work for improvement or mastery

P	K	1
---	---	---

PHYSICAL DEVELOPMENT (CONTINUED)

Symbols (P= Pre-Kindergarten
(K= Kindergarten
(1= First Grade

Symbols refer to the END of each of the instruction periods.

Behavioral Goal**Proportion of Class That Can Be Expected to Have Achieved Goal**

Very Few In Class **Many In Class** **Most In Class**

Attitudes (Continued)

Are able to start and stop on a given signal (whistle, music, voice, etc.) and hold a position

Know not to push unoccupied swings, etc.

Know which objects are meant to be thrown and which are not

Know how to use a slide properly

Do not leave the playground to chase a ball

Have a favorable attitude toward doctors and health specialists

Report tight socks, badly fitting shoes

	P	K-1
	P	K-1
		P-K-1
		P-K-1
P	K	1
		P-K-1
	P	K-1

BEHAVIORAL EXPECTATIONS - PRE-K → K → 1

ESTHETIC APPRECIATION

Definition - Appreciation of beauty of aspects of cultural heritage

<u>Behavioral Goal</u>	<u>Proportion of Class That Can Be Expected to Have Achieved Goal</u>		
	<u>Very Few In Class</u>	<u>Many In Class</u>	<u>Most In Class</u>
Sense size relationships; i.e., large and small blocks; parts of a puzzle			P-K-1
Sense qualities of sound such as: bird calls, water flowing over rocks, train whistle		P-K	1
Take responsibility for self in routine activities		P	K-1
Demonstrate progressive development of motor control and skill in coordination - use of art tools and materials	P	K	1
See environmental relationships regarding: space, color, balance, rhythm	P-K	1	
Sense qualities of scents within environment, such as: flowers, sawdust, fresh earth			P-K-1
Sense qualities of environment through touching with hands such as: smooth stones, rough bark, furry animals			P-K-1
<u>Graphic Arts</u>			
Recognize the inherent design possibilities of media		P-K	1
Display growing knowledge about materials - wood used by Pilgrims; ice by Eskimos	1		

Symbols (P = Pre-Kindergarten
(K = Kindergarten
(1 = First Grade

Symbols refer to the END of each of the instruction periods.

ESTHETIC APPRECIATION (CONTINUED)

(P= Pre-Kindergarten
 Symbols (K= Kindergarten
 (1= First Grade

Symbols refer to the END of each of the instruction periods.

Behavioral Goal

Proportion of Class That Can Be Expected to Have Achieved Goal

Very Few In Class Many In Class Most In Class

Graphic Arts (Continued)

Are conscious of function: why people in lower latitudes build flat-top buildings while those in upper latitudes use peaked roofs; cities use high-rise buildings

Develop special aptitudes that flourish in immediate expression; i.e., water coloring, cutting out designs with scissors, pasting pictures

Appreciate well-known paintings: "The Blue Boy," "Age of Innocence," "Avenue of Trees"

Enjoy making two-dimensional representation of real world objects

Enjoy looking at two-dimensional representation of real world objects

Enjoy clay, cookie dough; shape and form

Enjoy budding flowers, growing seedlings, baby kittens, pretty colored leaves

Enjoy nature walks, flights of the birds, cloud shapes, tree shapes

Feel texture in wood, cement, sidewalks, tree trunks

Find pleasure in feeling and working with materials; i.e., wool, velvet, silk, nylon, plastic, upholstery fabric, yarn

1		
P	K-1	
1		
	P	K-1
		P-K-1
		P-K-1
		P-K-1
		P-K-1
		P-K-1
		P-K-1

ESTHETIC APPRECIATION (CONTINUED)

Symbols (P = Pre-Kindergarten
(K = Kindergarten
(1 = First Grade

Symbols refer to the END of each of the instruction periods.

<u>Behavioral Goal</u>	<u>Proportion of Class That Can Be Expected to Have Achieved Goal</u>		
	<u>Very Few In Class</u>	<u>Many In Class</u>	<u>Most In Class</u>
<u>Dramatic Art</u>			
Dress up in elaborate fashion and make up family situations		P-K-1	
Create characters, make adults guess who they are; pantomime, charades		P	K-1
<u>Dramatic Play</u>			
Are able to lose self in character being portrayed		P	K-1
Choose many materials (props)	P-K	1	
Choose few materials (props)	1	K	P
Handle materials chosen		P	K-1
Choose materials (props) appropriate to immediate needs	P-K	1	
Use creativity and imagination in performance of dramatic play	P-K	1	
<u>Esthetic Development</u>			
Know where to acquire materials needed			P-K-1
Use a variety of materials	P	K	1
Recognize difference between two-dimension and three-dimension objects	P	K	1
Construct a sound two-dimension or three-dimension arrangement	P	K	1
Invent a form		P-K-1	
Diagram a simple idea	P	K	1

ESTHETIC APPRECIATION (CONTINUED)

Symbols (P = Pre-Kindergarten
 (K = Kindergarten
 (1 = First Grade

Symbols refer to the END of each of the instruction periods.

Behavioral GoalProportion of Class That Can Be Expected to Have Achieved Goal

Very Few In Class Many In Class Most In Class

Esthetic Development (Continued)

Describe an aural experience by imitation

Describe a visual experience

Recognize when materials are in a state of disorder

Illustrate an idea

Evaluate success of activity

Arrange a space appropriately for working

Plan and follow a work routine

Use materials in an effective manner

Acquire a specific art vocabulary

Acquire a desire to engage in art activity

Return to an activity and complete the job

Demonstrate awareness of visual relationships in a spatial arrangement

Learn to channel tension and aggression into artistic forms

Have a sense of order - inner resources

Refine, add new dimensions to basic concepts, draw an object

	P	K-1
	P	K-1
P	K	1
P	K	1
P	K-1	
P	K-1	
P	K	1
P	K	1
	P-K	1
		P-K-1
P-K	1	
P-K	1	
P-K	1	
P-K	1	
	P-K	1

ESTHETIC APPRECIATION (CONTINUED)

Symbols (P = Pre-Kindergarten
(K = Kindergarten
(1 = First Grade

Symbols refer to the END of each of the instruction periods.

Behavioral GoalProportion of Class That Can Be Expected to Have Achieved Goal

Very Few In Class Many In Class Most In Class

Esthetic Development (Continued)

Explore themes and variations in shape, line, and pattern

Develop an appreciative attitude toward products of other children

Enjoy experimenting; show imagination

Evidence enjoyment in graphic and plastic art experiences

Engage in creative activity

Show an awareness, even though not participating

Demonstrate outstandingly absorbing interest in a particular area

Music and Dancing

Demonstrate ability to sing about a flower and "be" a flower in action

Begin to appreciate popular music; i.e., "The Sound of Music"

Become proficient at simple folk dancing

Create songs

Begin to realize the cooperation involved in making the overall sound to be pleasing - through rhythm bands, chorus, choral speaking, etc.

Develop an appreciation and knowledge for the skill and duration of time required to play a musical instrument

<u>Very Few In Class</u>	<u>Many In Class</u>	<u>Most In Class</u>
P	K-1	
P-K	1	
	P	K-1
	P	K-1
	P	K-1
	P	K-1
	P-K-1	
	P-K	1
P-K		1
K		1
1		
K	1	
P	K-1	

ESTHETIC APPRECIATION (CONTINUED)

Symbols (P = Pre-Kindergarten
(K = Kindergarten
(1 = First Grade

Symbols refer to the END of each of the instruction periods.

Behavioral GoalProportion of Class That Can Be Expected to Have Achieved GoalVery Few In ClassMany In ClassMost In ClassMusic and Dancing (Continued)

Indicate ability to begin to be a good "concert listener" - differentiating between families of instruments

Demonstrate ability to march in time to a rhythm

Demonstrate ability to pitch voice when a model pitch is given

Demonstrate ability to discriminate pitch and loudness and softness with a fair degree of accuracy

Respond to the mood of the music

Literature

See humor in dressed-up animals in book

Desire to, and successfully create stories and poems

Appreciate hearing the "old" Nursery Tales and rhymes

Want to learn rhymes

Show expanding interest in books about far away or long ago people

Develop an interest in going to the library for books

Like poetry (A. A. Milne), stories about activities of children

P-K	1	
P-K	1	
P-K	1	
P-K	1	
P	K	1
	P	K-1
P	K	1
		P-K-1
	P	K-1
P	K	1
	P-K	1
	P-K	1

ESTHETIC APPRECIATION (CONTINUED)

Symbols (P = Pre-Kindergarten
(K = Kindergarten
(1 = First Grade

Symbols refer to the END of each of the instruction periods.

Behavioral GoalProportion of Class That Can Be Expected to Have Achieved Goal

Very Few Many In Most In
In Class Class Class

Literature (Continued)

Enjoy listening to long stories, nonsense rhymes, humorous stories, exaggeration, alphabet books, stories of function and growth of things, information books

P	K	1
	P	K-1
		P-K-1
		P-K-1
P-K	1	
P-K	1	
P	K-1	
		P-K-1
P	K	1
P	K	1

Intellectual Development

Show ability to express selves clearly

Improve quality of vocabulary

Show interest in learning and using new words

Demonstrate critical ability - to evaluate products and activities of others

Show ability to profit by experience and by verbal explanations

Demonstrate quickness and independence in perceiving relationships - in thinking; persistence in directing thought; interest in following own ideas

Show interest in world and in contacts with it

Art

Assume responsibility to complete an activity which he has begun

Assume responsibility for return of materials and equipment, and for clean-up of work area

ESTHETIC APPRECIATION (CONTINUED)

Symbols (P = Pre-Kindergarten
(K = Kindergarten
(1 = First Grade

Symbols refer to the END of each of the instruction periods.

Behavioral GoalProportion of Class That Can Be Expected to Have Achieved Goal

Very Few In Class Many In Class Most In Class

Art (Continued)

Develop experiences in use of a large variety of art media

P-K-1

Give indication of enjoying art activities, and that participation is a happy experience

P-K-1

Develop increasing number of materials in scope of enjoyment

P

K

1

Show increased ability to express self creatively with various art media

P

K-1

Show increased judgment in use of color, form, design, and composition

P

K-1

Choose tools purposefully; i.e., hammer, nails, paint brush, crayons, etc.

P-K

1

Choose materials needed

P-K

1

Specific Skills in Painting and Drawing

Show sense of movement as opposed to static

P-K

1

Develop a language of vision to express visual discoveries

P

K-1

Determine the useable - eliminate the rest

P-K-1

Increase sensibilities

P

K-1

Build logics with varying premises

P-K-1

Consider the whole

P-K

1

ESTHETIC APPRECIATION (CONTINUED)

Symbols (P = Pre-Kindergarten
(K = Kindergarten
(1 = First Grade

Symbols refer to the END of each of the instruction periods.

Behavioral GoalProportion of Class That Can Be Expected to Have Achieved Goal

Very Few Many In Most In
In Class Class Class

Specific Skills in Painting and Drawing (Continued)

Eliminate the extraneous

	<u>Very Few</u> <u>In Class</u>	<u>Many In</u> <u>Class</u>	<u>Most In</u> <u>Class</u>
		1	P-K
P-K		1	
P-K		1	
P-K		1	
P-K		1	
P		K-1	
P		K	1
P		K-1	
		P-K	1
P-K-1			
P		K-1	

Alter a false direction - make corrections

Redesign or refine a visual expression

Develop patterns: make a diagram, design a unit, evaluate a visual expression

Mould materials skillfully to expressive ends

Conserve materials - make apt usage

Recognize unity in multiplicity

Are sensitive to: relationships of color, light and dark; sizes and shapes; three-dimension space; rhythmic elements

Recognize qualities: darkness, lightness; color distinction; roughness, smoothness; squareness, roundness, triangularity

Are sensitive to:
interval - monotonous or varied
placement - static or dynamic
arrangement - balanced or unbalanced
chaotic or ordered

Draw or paint expressively in line or shape

ESTHETIC APPRECIATION (CONTINUED)

Symbols (P = Pre-Kindergarten
(K = Kindergarten
(1 = First Grade

Symbols refer to the END of each of the instruction periods.

Behavioral GoalProportion of Class That Can Be Expected to Have Achieved Goal

Very Few In Class Many In Class Most In Class

Specific Skills in Painting and Drawing (Continued)

Work cooperatively in a group on a mural or large construction

Build a reasonably complex structure with blocks

Know how to model a lasting clay form

Model a simple form

Draw specific shapes with crayon, chalk, pencil

Arrange materials and tools efficiently

Use materials with economy

Clean up after accidents

Paint without dripping or spilling

Paste efficiently

Cut shapes chosen

Show analytical ability

Discover relationships

Discover and invent patterns

P	K-1	
P	K	1
P-K	1	
		P-K-1
P		K-1
P	K	1
P	K	1
	P-K	1
P	K	1
P	K	1
P-K	1	
P-K	1	
P	K	1
P	K	1

2

PRE-KINDERGARTEN - KINDERGARTEN - GRADE ONE TEACHER-ADMINISTRATOR PLANNING
June 13, 1968

BEHAVIORAL SKILL YEAR-LEVEL PLACEMENT COMMITTEES

School Readiness and Skills Foundations

<u>Participant</u>	<u>School</u>	<u>Grade Level</u>
Dr. Clarence Spain - Chairman		Administrator
Mrs. Elizabeth Krantz -----	Nott Terrace -----	Pre-Kindergarten
Mrs. Marguerite Bonthuis -----	Howe -----	Kindergarten
Mrs. Jeanette Harlow -----	Hamilton -----	Kindergarten
Mrs. Kathleen Henry -----	Fulton -----	Pre-Kindergarten
Mrs. Ruby Nussbaum -----	Yates -----	One
Mrs. Sally Zollo -----	Brandywine -----	One
Mr. Donald Young -----	Fulton -----	Administrator

Motivational Skills

<u>Participant</u>	<u>School</u>	<u>Grade Level</u>
Mr. Robert Van Buren - Chairman		Administrator
Mrs. Margaret Varno -----	Yates -----	Pre-Kindergarten
Miss Carol Sherwood -----	Horace Mann -----	Kindergarten
Miss Carol Soriano -----	Brandywine -----	One
Mrs. Linda Keefe -----	Fulton -----	One
Mrs. Audrey Revella -----	Howe -----	One
Mrs. Gladys Mack -----	Yates -----	One

Basic Learning Skills

<u>Participant</u>	<u>School</u>	<u>Grade Level</u>
Mr. Custer Quick - Chairman		Administrator
Mrs. Rita Baxter -----	Horace Mann -----	Pre-Kindergarten
Mrs. Sarah Wixson -----	Yates -----	Kindergarten
Mrs. Susan Bendall -----	Howe -----	Kindergarten
Miss Nancy Christian -----	Brandywine -----	Kindergarten
Mrs. Immaculate Duch -----	Hamilton -----	One
Mrs. Dorothy Nealon -----	Yates -----	One
Mr. Robert Damberg -----	Yates -----	Administrator

Development of Language System

<u>Participant</u>	<u>School</u>	<u>Grade Level</u>
Mrs. Joan Schmiedel - Chairman		Resource (One)
Mrs. Bernadette La Fleur -----	Horace Mann -----	Pre-Kindergarten
Miss Helene Mayer -----	Hamilton -----	One
Mrs. Rita Henderson -----	Horace Mann -----	One
Miss E. Susan Clark -----	Yates -----	Administrator
Mr. Douglas Vonie -----	Brandywine -----	Administrator
Miss Theresa Case -----		Library Resource

BEHAVIORAL SKILL YEAR-LEVEL PLACEMENT COMMITTEES (Cont.)Socialization

<u>Participant</u>	<u>School</u>	<u>Grade Level</u>
Mr. Frank Austin - Chairman		Administrator
Miss Karen Sutton -----	Nott Terrace -----	Kindergarten
Mrs. Carol Leitch -----	Riverside -----	Pre-Kindergarten
Mrs. Charlotte Schaperjahn -----	Brandywine -----	One
Mrs. Patricia Germain -----	Riverside -----	One
Miss Elizabeth Allen -----	Horace Mann -----	One
Mrs. Colleen McAllister -----	Grout Park -----	One
Mr. Thomas Lindsay -----	Grout Park -----	Administrator

Means of Self-Expression

<u>Participant</u>	<u>School</u>	<u>Grade Level</u>
Mrs. Bessie Mole - Chairman -----	Howe -----	One
Mrs. Ruth Connelly -----	Riverside -----	Kindergarten
Mrs. Helen MacDonald -----	Brandywine -----	Kindergarten
Mr. Paul Tyler -----	Horace Mann -----	One
Miss Susan Harlow -----	Nott Terrace -----	One
Mr. Edwin Momberger -----	Hamilton -----	Administrator

Physical Development

<u>Participant</u>	<u>School</u>	<u>Grade Level</u>
Mrs. Leona Bob - Chairman		Special-Phys. Ed.
Miss Kirsten Vrooman -----	Hamilton -----	Pre-Kindergarten
Mrs. Juanita Laska -----	Grout Park -----	Kindergarten
Miss Charlotte Norton -----	Hamilton -----	One
Mrs. Diane Harper -----	Howe -----	One
Mr. John Mars -----	Howe -----	Administrator

Esthetic Appreciation

<u>Participant</u>	<u>School</u>	<u>Grade Level</u>
Mr. George Weinheimer - Chairman		Administrator
Mrs. Vivian Coonan -----	Brandywine -----	Pre-Kindergarten
Mrs. Doris Salant -----	Hamilton -----	Kindergarten
Mrs. Janet Beaty -----	Fulton -----	One
Miss Barbara Ackerman -----	Grout Park -----	One
Mrs. Kathryn Dempster -----	Nott Terrace -----	One