



Building Blocks Curriculum Goals and Objectives

Areas of Development	2 Year Olds	3 Year Olds	4 Year Olds
<p>Social/Emotional</p> <ul style="list-style-type: none"> • Self Concept • Responsibility for Self and Others • Self Direction and Independence • Pro-Social Behavior • Approaches to Learning • Social-Problem Solving 	<ul style="list-style-type: none"> • Demonstrates self confidence • Shows some self direction • Follows classroom rules and routines with guidance • Begins to use classroom materials carefully • Manages transitions • Shows eagerness and curiosity as a learner • Seeks help when encountering a problem • Approaches play with purpose and inventiveness • Interacts with more than one child • Interacts with familiar adults • Participates in the group life of the class • Shows empathy and caring for others • Seeks an adult when resolving conflicts 	<ul style="list-style-type: none"> • Demonstrates self confidence • Shows some self direction • Follows simple classroom rules and routines • Uses classroom materials carefully • Manages transitions • Shows eagerness and curiosity as a learner • Attends to tasks and seeks help when encountering a problem • Approaches tasks with flexibility and inventiveness • Interacts easily with one or more children • Interacts easily with familiar adults • Participates in the group life of the class • Shows empathy and caring for others • Seeks an adult when needed to resolve conflicts 	<ul style="list-style-type: none"> • Demonstrates self confidence • Shows initiative and self direction • Follows classroom rules and routines • Uses classroom materials purposefully and respectfully • Shows eagerness and curiosity as a learner • Sustains attentions to a task, persisting even after encountering difficulty • Approaches tasks with flexibility and inventiveness • Interacts easily with small groups of children • Interacts easily with familiar adults • Participates in the group life of the class • Shows empathy and caring for others • Seeks adult help and begins to use simple strategies to resolve conflicts
<p>Cognitive</p> <ul style="list-style-type: none"> • Problem Solving • Logical Thinking • Representational and Symbolic Thinking • Mathematical Thinking • Scientific Thinking • Computers and Technology 	<ul style="list-style-type: none"> • Uses senses to observe and explore classroom materials • Begins to use simple tools and equipment for investigation • Makes comparisons among objects • Begins using one-to-one correspondence • Shows interest in solving mathematical problems • Shows interest and curiosity in counting and numbers • Sorts objects into subgroups that vary by one attribute • Begins to recognize patterns • Identifies several shapes • Shows understanding of some comparative words • Participates in measuring activities • Makes believe with objects 	<ul style="list-style-type: none"> • Asks questions and uses senses to observe and explore classroom materials • Uses simple tools and equipment for investigation • Makes comparisons among objects • Uses one-to-one correspondence more frequently • Begins using computers, becoming familiar with basic components, software, and operating related technology • Begins to use simple strategies to solve mathematical problems • Shows beginning understanding of numbers and counting • Sorts objects into subgroups that vary by one or two attributes • Recognizes simple patterns and duplicates them • Begins to recognize and describe the attributes of shapes • Shows an understanding of and uses several positional words • Orders, compares, and describes objects according to a single attribute • Participates in measuring activities • Makes believe with objects, other children, and themselves 	<ul style="list-style-type: none"> • Seeks information through observation, exploration, and descriptive investigations • Uses simple tools and equipment to extend the senses and gather data • Form explanations and communicates scientific information • Identifies and describes life cycles of living things • Begins to observe and describe simple seasons and weather • Understands and easily operates computers, software and technology • Begins to use and explain strategies to solve mathematical problems • Uses words and representations to describe mathematical ideas • Shows understanding of numbers and quantity • Sorts objects into subgroups, classifying and comparing according to a rule • Recognizes, duplicates, and extends patterns • Recognizes and describes attributes of shapes • Shows understanding and uses direction, location, and positional words • Orders, compares, and describes objects by size, length, capacity, and weight • Explores common instruments for measurement during work and play • Estimates and measures using non-standard units • Shows awareness of time concepts • Makes believe with objects and peers with great detail

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<p>Language</p> <ul style="list-style-type: none"> • Listening • Speaking • Reading • Writing 	<ul style="list-style-type: none"> • Gains meaning by listening • Follows two-step directions • Shows beginning phonemic awareness • Speaks clearly enough to be understood by most listeners • Uses expanded vocabulary and language for a variety of purposes • Show appreciation for books • Shows interest in letters and words • Comprehends and responds to stories read aloud • Represents the ideas behind stories through pictures, dictation, and play • Uses scribbles and unconventional shapes to write 	<ul style="list-style-type: none"> • Gains meaning by listening • Flows two or three-step directions • Demonstrates phonological awareness • Speaks clearly enough to be understood • Uses expanded vocabulary and languages for a variety of purposes • Show appreciation for books and reading • Show beginning understanding of concepts about print • Begins to develop knowledge about letters • Comprehends and responds to stories read aloud • Represents ideas and stories through pictures dictations • Uses letter shapes, symbols, and letters to convey messages 	<ul style="list-style-type: none"> • Gains meaning by listening • Follows directions that involve a series of actions • Demonstrates beginning phonemic awareness • Speaks clearly and conveys ideas effectively • Uses expanded vocabulary and language for a variety of purposes • Show interest and knowledge about books and reading • Shows some understanding of concepts about print • Knows letters, sounds, and how they form words • Comprehends and responds to fiction and non-fiction text • Represents stories through pictures, dictation, and play • Uses letters and invented spelling to convey messages • Understands the purpose for writing
<p>Creative Arts</p> <ul style="list-style-type: none"> • Expression • Representation • Appreciation 	<ul style="list-style-type: none"> • Participates in group music experiences • Participates in creative movement, dance, and drama • Uses a variety of art materials for tactile experience and exploration • See that their ideas and creations have value • Responds to artistic creations or events 	<ul style="list-style-type: none"> • Participates in group music experiences • Participates in creative movement, dance, and drama • Uses a variety of art materials for tactile experience and exploration • See that their ideas and creations have value • Responds to artistic creations or events 	<ul style="list-style-type: none"> • Participates in group music experiences • Participates in creative movement, dance, and drama • Uses a variety of art materials to explore and express emotion and ideas • See that their ideas and creations have value • Responds to artistic creations or events
<p>Physical</p> <ul style="list-style-type: none"> • Gross Motor Development • Fine Motor Development • Personal Health and Safety 	<ul style="list-style-type: none"> • Moves with some balance and control • Coordinates movements to perform simple tasks • Uses strength and control to perform simple tasks • Uses hand-eye coordination to perform simple tasks • Explores the use of various drawing and art tools • Begins to perform self-care tasks independently • Follows basic health and safety reminders 	<ul style="list-style-type: none"> • Moves with balance and control • Coordinates movements to perform simple tasks • Uses strength and control to perform simple tasks • Uses hand-eye coordination to perform tasks • Explores the use of various drawing and art tools • Begins to perform self-care tasks independently • Follows basic health and safety reminders 	<ul style="list-style-type: none"> • Moves with balance and control • Coordinates movements to perform tasks • Uses strength and control to perform tasks • Uses hand-eye coordination to perform tasks efficiently • Uses writing and drawing tools with some control • Performs self-care tasks competently • Shows beginning understanding of and follows health and safety rules
<p>Diversity</p> <ul style="list-style-type: none"> • People, past and present • Human Interdependence 	<ul style="list-style-type: none"> • Begins to recognize own physical characteristics and those of others • Begins to understand family structures and roles • Describes some jobs that people do • Show awareness of group goals • Show beginning awareness of their environment 	<ul style="list-style-type: none"> • Identifies similarities and differences in personal family characteristics • Begins to understand family needs, roles, and relationships • Describes some people's jobs and what is required to perform them • Demonstrates awareness of rules • Shows awareness of what it means to be a leader • Describes the location of things in the environment 	<ul style="list-style-type: none"> • Identifies similarities and differences people's characteristics, habits, and living patterns • Understands family needs, roles, and relationships • Describes various jobs and what is required to perform them • Demonstrates awareness of the reasons for rules • Shows beginning understanding of what it means to be a leader • Shows awareness of time and how the past influences the future