

THE BRUNSWICK SCHOOL CURRICULUM OBJECTIVES ©

Social/Emotional Development

1. Play with 1-2 peers without adult influence
2. Play alone when peers are not present
3. Make a choice between up to two things
4. Begins to take notice of other's feelings
5. Ability to acclimate self to new scenarios
6. Use "me" and "you" appropriately
7. Invent fantasy games
8. Show affection towards others
9. Try to make others laugh
10. Show interest in potty training
11. Begins to form trust-bond with teachers/peers
12. Begins to form understanding of self
13. Takes turns/shares
14. Verbally expresses emotions
15. Expresses jealousy/cause and effect
16. Imagination play enhances
17. Understands concept of lying
18. Stands up for self rights
19. Distinguishes right from wrong
20. Mimics adults/seek praise
21. More inclined to play with peers versus alone
22. Begins to acclimate to some "social norms"
23. Seeks help when faced with problem

24. Recognize disagreements and mediate problems
25. Be able to work in group setting as well as alone
26. Form concrete attachments to peers
27. Displays appropriate self control for the circumstances
28. Be willing to receive feedback and then try to adjust for improvement
29. Choose activities that require some social interactions and cooperation
30. Relates well to encouragement for acceptable behaviors
31. Begins see things from another's point of view

Physical Development

1. Walks up and down stairs alternating feet
2. Throws a ball
3. Climbs on playground equipment with ease
4. Runs several yards without stumbling
5. Assembles simple puzzles
6. Manipulates clay/finger paint
7. Can stack up to 10 blocks high
8. Properly hold writing device using tips of fingers, not fist
9. Sit with legs crossed in seated position for up to 3 minutes
10. Jumps with both feet
11. Can feed self
12. Can trace letters A-K

13. Running becomes more controlled
14. Hops on one foot
15. Catch/bounce ball
16. Can get "ready" with little assistance
17. Prints clear letters A-R
18. Uses writing utensils and other fine tools
19. Cuts on a line
20. Hand preference is established
21. Grasps scissors correctly
22. Runs/changes directions with ease
23. Demonstrates large jumps/bounds
24. Jumps rope/plays coordinated hop scotch
25. Cuts and pastes simple shapes
26. Can lace shoes--begin to tie
27. Skips smoothly for twenty feet
28. Can catch/throw/bounce balls
29. Demonstrate locomotor skills including: run, hop, jump, leap, slide, gallop, and skip
30. Move to a simple rhythmic beat while recognizing the pattern
31. Perform kicking, striking, throwing and catching patterns in a simple fluid environment
32. Perform activities that require less intense, but longer continuous movement

Cognitive Development

1. Begins to understand cause and effect
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2. Understands letters A-K i
3. Can write first name
4. Identify numbers 1-10
5. Can identify basic 2-3 object/color pattern
6. Can identify basic colors (blue, red, green, yellow)
7. Can sort objects based on shape/color
8. Can match up to two objects
9. Controls at least 3 minutes of attention span
10. Classifies simple objects
11. Understands the difference between fantasy and reality
12. Understands number and space concepts--more, less, bigger, in, under, behind, alone, etc.
13. Starts to develop logical thinking
14. Escalates to 3-5 form pattern understanding
15. Understands letters A-R
16. Can identify numbers 1-15
17. Controls at least 10 minutes of attention span
18. Expresses curiosity as a learner
19. Can retell key information from lesson/story
20. Sequences up to 3 pictures to tell logical story
21. Can identify numbers 1-30
22. Can understand and recite basic sight words
23. Understands letters A-Z inside and outside of sequence
24. Can identify numbers 1-30 inside and outside of sequence
25. Can distinguish between uppercase and lowercase letters
26. Can begin to name a word for each letter, A-Z

27. Sorts by categories based on 1 common attribute
28. Demonstrates concepts of positional/directional concepts
29. Understanding of coin recognition and value
30. Identifies minimum of 10 colors
31. Can write both first and last name clearly
32. Discuss story elements such as plot, character, events, and setting
33. Understand basic punctuation
34. Write in complete three-five word sentences
35. Differentiate between fiction and nonfiction stories
36. Recognize and write numbers up to fifty
37. Count by fives and tens to fifty/begin place value
38. Add and subtract to 10
39. Begin basics of telling time (recognizing big/little hand and number value)
40. Identify, describe, and reproduce patterns with numbers, shapes, colors, or words
41. Read thermometers and use measuring tools like rulers

Language Development

1. 75 % of language/speech is understood
2. Utters 3-5 word, complete sentences
3. Understands past, present and future word reference
4. Understands direct, simple commands
5. Forms basic understanding of letter recognition, A-K sounds

6. Complexity of sentences increase to compound sentence structure
7. Understands basic analogies
8. Correlates symbols to real-life objects/meanings
9. Forms basic understanding of letter recognition of the A-R sounds
10. Speaks fluently
11. Correctly uses plurals, pronouns and tenses
12. Understands basic homophones and opposites
13. Able to conduct 5 minute comprehensive conversations
14. Relates experiences with some understanding of sequences of events
15. Improve sight word recognition for up to fifty words
16. Conducts ten-fifteen minute comprehensive conversation with adults/peers
17. Able to public speak in form of Show-And-Tell or other project based assignment
18. Can verbally retell story or sequence of events including beginning, middle and end of timeline
19. Able to verbally create original story
20. Understands meaning of at least thirty five sight words
21. Controls at least 20 minutes of attention span

Curriculum Key

GRADE	AGE	COLOR
TODDLERS	2.5-3	
PRESCHOOL	3-4	
PRE-K	4-5	
KINDERGARTEN	5-6	

125 OBJECTIVES IN TOTAL