

Curriculum Progress Checklist

BET

Gross Motor Skills:

Ability to:

- Jumps in place
- Gallops
- Marches to music
- Uses whole arm to paint or color
- Catches ball with extended arms
- Sits at table with both feet on floor

Fine Motor Skills:

Ability to:

- Uses scissors to cut playdoh
- Uses scissors to cut paper
- Paint with brushes
- Tears paper
- Turns pages in a book individually
- Eats without help
- Cleans up spills

Social/Emotional Skills:

Ability to:

Self Help Skills

- Put on hats
- Takes clothes off hooks and puts back
- Washes hands independently
- Clears plate from table
- Pours from small pitcher
- Pushes chair up to table
- Wipes nose with tissue and throw it away
- Coughs in elbow
- Take shoes and socks off

Social Skills

- Uses “please” and “thank you”
- Listens to adults
- Plays with other children
- Knows names of children in class
- Starts to take turns
- Starts to learn how to handle frustrations
- Listens in group time
- Ability to transition
- Becomes aware of other’s feelings

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Language:

Ability to:

- Recognizes name in print
- Recognize picture labels
- Dictate words to teachers
- Knows names of familiar body parts
- Knows names of familiar people
- Says sentence with 2 to 4 words
- Follows two step instructions
- Repeats words from others conversation
- Points to things in a book
- Completes rhymes and words in familiar books
- Name familiar objects in a book
- Introduced to the alphabet – Capital Letters
- Answers simple “why” and “where” questions
- Can understand comparative relationships – before/after, bigger/smaller, more/less, under/over, next to/behind

Math:

Ability to:

- Sort objects by size and attributes (color, shape, type)
- Build towers of 10+ blocks
- Count to 10
- Compares using big, bigger tall, taller
- Completes 4+ pieces of puzzles
- Connects 3+ cubes in a train
- Count 3 to 5 objects
- Knows age by saying and showing number on fingers

Writing

Ability to:

- Hold crayon with all fingers while arm on table
- Starts using helping hand
- Copies lines down and across
- Makes a circle and cross

Keeping Kids Safe - DHS Required Curriculum – Must have parental written consent

Unit One: Self Esteem

- Session One – I am Unique
- Session Two – I am Special
- Session Three – I am Important
- Session Four – I am Fantastic
- Session Five – I am Loved

Unit 2: Family and Friends

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- Session One – All Kinds of Families
- Session Two – Families Love and Care for Each Other
- Session Three – Friends are Special
- Session Four – Friends Care About Each Other
- Session Five – Trusting Family and Friends

Unit 3: Feelings

- Session One – Sad/Glad/Mad/Glad
- Session Two – Surprised and Excited
- Session Three – Scared
- Session Four - Growing Up
- Session Five – Standing Up for Myself

Unit 4: Problem Solving

- Session One – Listening
- Session Two – Co-operation
- Session Three – Choices
- Session Four – Choices
- Session Five – Asking for Help

Unit 5: Personal Safety (general)

- Session One – My Body Belongs to Me
- Session Two – Every Part Has a Name
- Session Three – Taking Care of Me
- Session Four – Private Body Parts

Unit 6: Safety Around Me

- Session One – Street Safety
- Session Two – Riding Toy Safety
- Session Three – Fire Safety
- Session Four – Water Safety
- Session Five – Care Safety
- Session Six - Strangers