

TAISM

EARLY CHILDHOOD STANDARDS



The American International School of Muscat
Muscat, Oman
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The TAISM Early Childhood Standards were created and adapted from the New York State Prekindergarten Foundation and the Kansas Early Learning Standards in August of 2017.

TAISM Standards are part of the Standards-Based Learning System. We believe Standards and Curriculum are an integral part of learning at our school.

The Early Childhood program is based on a play-based, emergent curriculum. Within this approach, teachers use a scope and sequence of the TAISM EC Standards as the foundational backbone of the classroom. Children will be challenged and supported throughout their learning by teachers and assistants who are knowledgeable on standards and each individual child's goals.



We believe young children are active, capable learners who grow and develop at their own rate in an environment that promotes inquiry and instills a passion for wonder and active exploration. We value a play-based curriculum that is supported by standards, focused on the whole child, and fostered by parent partnerships. We understand children are best understood in the context of their family, culture, and society. We strive for children to develop a love for learning to become independent, lifelong learners.

The 3-4 and 4-5 benchmarks are written in a continuum model where the 3-4 benchmark is a precursor skill to the 4-5 benchmark.

The domains:

- Approaches to Learning
- Social-Emotional Development
- Literacy
- Language Development
- Mathematics
- Science
- Social Studies
- Physical Well-Being, Health, and Motor Development
- Creative Arts
- Technology

The structure of the standards are as follows:

Domain:

- Strand:
 - Standard:
 - 3-4 Benchmark:
 - 4-5 Benchmark:

Approaches to Learning

- Engagement
 - Standard E1: Students will actively and confidently engage in play.
 - E1.1 (3-4): Interacts with a variety of materials through pretend and imaginative play with others.
 - E1.2 (4-5): Expands play schemes with others while using a variety of materials.
 - Standard E2: Actively engages in problem solving.
 - E2.1 (3-4): Identifies a problem and seeks an adult to help solve it.
 - E2.2 (4-5): Engages with peers and adults to solve problems and attempts multiple solutions.
- Responsibilities
 - Standard R1: Students will demonstrate and follow expectations.
 - R1.1 (3-4): Identifies expectations and boundaries (using materials purposefully, safely, and respectfully).
 - R1.2 (4-5): Applies or creates expectations to new or similar situations, with some assistance.
- Creativity and Imagination
 - Standard CI1: Students will demonstrate creativity and imagination through experiences and activities.
 - CI1.1 (3-4): Creates own ideas for play, using imagination and inventing new ways to use everyday materials.
 - CI1.2 (4-5): Invents new activities/games through play.
- Initiative
 - Standard I1: Students will initiate exploration of the environment.
 - I1.1 (3-4): Investigates the environment with purpose.
 - I1.2 (4-5): Seeks new and varied experiences and challenges through play.
- Persistence
 - Standard PS1: Students will show the ability to focus and demonstrate persistence.
 - PS1.1 (3-4): Maintains focus on one activity at a time.
 - PS1.2 (4-5): Focuses on the task even when frustrated or challenged.

Social-Emotional Development

- Self-Concept and Self-Awareness
 - Standard SC1: Students will recognize self as unique with own abilities, characteristics, and interests.
 - SC1.1 (3-4): Describes their own uniqueness (gender, preferences, interests).
 - SC1.2 (4-5): Compares and contrasts self to others.
 - Standard SC2: Students will identify and respond to a range of feelings they experience.
 - SC2.1 (3-4): Identifies feelings in self and how different experiences cause a variety of feelings.
 - SC2.2 (4-5): Identifies feelings in self and others and understands how their feelings may change over time.
- Self-Regulation
 - Standard SR1: Students will regulate their responses to needs, feelings, and events.
 - SR1.1 (3-4): Releases and/or redirects emotional tensions with adult help, becoming more relaxed and cooperative.
 - SR1.2 (4-5): Expresses strong emotions and can calm self, through a variety of strategies.
- Relationships with Others
 - Standard RO1: Students will develop positive relationships with significant adults and peers.
 - RO1.1 (3-4): Shows an interest in having a friend.
 - RO1.2 (4-5): Develops friendships with one or two preferred peers.
 - Standard RO2: Students will demonstrate social skills to interact effectively.
 - RO2.1 (3-4): Regulates behaviors with peers (helps, shares, takes turns) with adult support.
 - RO2.2 (4-5): Regulates behaviors with peers (helps, shares, takes turns).
 - Standard RO3: Students will demonstrate the ability to prevent, manage, and resolve interpersonal conflicts.
 - RO3.1 (3-4): Resolves conflicts with peers, with adult assistance.
 - RO3.2 (4-5): Resolves conflicts with peers, seeking adult assistance when necessary.
- Adaptability

- Standard A1: Students will adapt emotions and behaviors to manage change.
 - A1.1 (3-4): Separates themselves easily from parent or caregiver.
 - A1.2 (4-5): Copes with change by using multiple adaptive strategies (e.g. seeking social support from an adult or peer, taking deep breaths, engaging in another activity).
- Standard A2: Students will demonstrate the ability to transition throughout the day.
 - A2.1 (3-4): Transitions with minimal support between routine activities and new/unexpected occurrences.
 - A2.2 (4-5): Adjusts behavior as appropriate for different settings and /or events.

Literacy

Literature

- Standard L1: Students will display an awareness of print concepts throughout the environment.
 - L1.1 (3-4): Explores familiar books with an adult and alone while turning pages left to right.
 - L1.2 (4-5): Identifies where to start a book and can follow words left to right, top to bottom and page by page.
- Standard L2: Students will engage in group reading activities with purpose and understanding and displaying comprehension of a story.
 - L2.1 (3-4) Answers questions (recall and simple inferencing), retells, reenacts, or creates artwork, demonstrating knowledge of main characters or events in a familiar story (e.g., who, what, where).
 - L2.2 (4-5) Answers questions (summarizing, predicting, and inferencing), retells, reenacts, or creates artwork, demonstrating knowledge of details in a familiar story including characters, events, and ordering of events.

Foundational Skills

- Standard FS1: Students will display an awareness of rhymes.
 - FS1.1 (3-4): Plays with words that rhyme.
 - FS1.2 (4-5): Recognizes and produces rhyming words.
- Standard FS2: Students will demonstrate an understanding of letters.
 - FS2.1 (3-4): Explores and recognizes beginning letters of familiar words (e.g. names) around them.
 - FS2.2 (4-5): Identifies letters in their name, community, and in their environment.
- Standard FS3: Students will demonstrate understanding of spoken words, syllables and sounds.
 - FS3.1 (3-4): Begins to match two words that start with the same sound.
 - FS3.2 (4-5): Produces corresponding sounds for letters.

Writing

- Standard W1: Students will begin to write.
 - W1.1 (3-4): Draws, scribbles, and makes letter approximations to express thoughts and ideas.
 - W1.2 (4-5): Draws, dictates or writes some letters to express thoughts and ideas, and beginning to write some letters to match sounds in words with adult assistance.

Language Development

Listening and Understanding

- Standard LU1: Students will participate in collaborative conversations.
 - LU1.1 (3-4): Participates in collaborative conversations with peers and adults in small groups, large groups, and throughout play.
 - LU1.2 (4-5): Participates in conversations with others while following rules for discussions (listening to others, taking turns to speak, staying on topic).

Presentation of Knowledge and Ideas

- Standard PK1: Students will shares ideas by speaking clearly.
 - PK1.1 (3-4): Describes objects and actions depicted in play, pictures, and books.
 - PK1.2 (4-5): Shares with others about experiences, ideas, books, and drawings.

Vocabulary Acquisition

- Standard VA1: Students will exhibit curiosity and interest in learning new vocabulary.
 - VA1.1 (3-4): Experiments with new words and phrases acquired through conversations, books, and experiences.
 - VA1.2 (4-5): Uses new words and phrases acquired through conversations, books, and experiences.

Mathematical Knowledge and Skills

Number and Operations

- Standard NO1: Students will verbally count in sequence.
 - NO1.1 (3-4): Use numbers to count through play.
 - NO1.2 (4-5): Use numbers to count to solve problems in everyday situations.
- Standard NO2: Students will respond to questions of quantity (i.e. how many?).
 - NO2.1 (3-4): Counts with one to one correspondence to understand quantities.
 - NO2.2 (4-5): Counts with one to one correspondence and can answer "how many."
- Standard NO3: Students will match numerals to quantities.
 - NO3.1 (3-4): Begins to explore and recognize numerals when working with sets of objects.
 - NO3.2 (4-5): Represents a group of objects with a written numeral by matching to a set of objects and can identify the difference between a letter and numeral.
- Standard NO4: Students will use comparative and descriptive language when comparing the number of objects.
 - NO4.1 (3-4) Identifies groups as having more, less, or the same amounts.
 - NO4.2 (4-5): Identifies groups as having one more, one less, or equal amounts.

Geometry and Spatial Relationships

- Standard GS1: Students will sort and compare shapes.
 - GS1.1 (3-4): Sorts 2-D shapes.
 - GS1.2 (4-5): Sorts, describes, and compares 2-D & 3-D shapes.
- Standard GS2: Students will analyze, create, and compose shapes.
 - GS2.1 (3-4): Copies simple structures using 3-D shapes using manipulatives and blocks.
 - GS2.2 (4-5): Describes objects and structures in the environment using names of geometric shapes, attributes, and relative position.
- Standard GS3: Students will demonstrate an understanding of spatial words.
 - GS3.1 (3-4): Uses actions and words to indicate relative positions of objects (up, down, over, under, inside, outside).
 - GS3.2 (4-5): Uses terms to describe objects (above, below, beside, in front of, behind next to, close to, far away).

Measurement

- Standard M1: Students will use comparison words for objects based on length, weight, and capacity.
 - M1.1 (3-4): Describes objects by at least one attribute (tall, short, big, small, more, less, empty, full).
 - M1.2 (4-5): Describes and compares two objects using measurable attributes (taller, shorter, heavy, light, more than, less than, same).

Patterns

- Standard P1: Students will recognize and extend simple patterns.
 - P1.1 (3-4): Can identify simple AB patterns in their environment and begins to explore patterns using colors, shapes, or objects.
 - P1.2 (4-5): Identifies patterns in the real world and creates patterns in their own play.

Data

- Standard D1: Students will classify objects into given categories.
 - D1.1 (3-4): Sorts objects into two or more groups by their properties or use.
 - D1.2 (4-5): Compares categories based on quantity and properties.
- Standard D2: Students will pose questions and gather data about everyday situations and familiar objects.
 - D2.1 (3-4): Asks questions to determine the answer in quantities.
 - D2.2 (4-5): Collects data by categories to answer simple questions.
- Standard D3: Students will compare categories using words such as greater than, more than, less than, and equal to.
 - D3.1 (3-4): Compares groups and can identify the one that has more.
 - D3.2 (4-5): Compares groups and describes them using greater than, more than, less than and equal to.
- Operations and Algebraic Thinking
 - Standard OA1: Students will begin to understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.
 - OA1.1 (3-4): Shows simple addition and subtraction understanding by singing familiar mathematical songs.
 - OA 1.2 (4-5): Explores addition and subtraction by using objects, fingers and acting out practical situations.

Science

Motion & Stability

- Standard MS1: Students will understand forces and movement.
 - MS1.1 (3-4): Examines how objects move when acted on by force (pulling, pushing, throwing, twisting, gravity).
 - MS1.2 (4-5): Describes and compares the effects of common forces on objects and the impact gravity, magnetism and mechanical forces.

Scientific Thinking

- Standard ST1: Students will ask questions and make predictions based on observations and manipulation of things, objects, and events in the environment.
 - ST1.1 (3-4): Uses five senses to gather, explore, and interpret their surroundings to develop conclusions.
 - ST1.2 (4-5): Makes predictions based on background knowledge, previous experiences, and observations of objects and events in the world.
- Standard ST2: Students will test predictions through exploration and experimentation.
 - ST2.1 (3-4): Uses a variety of tools and materials to test predictions through active experimentation.
 - ST2.2 (4-5): Replicates or changes the experimental approach and records, and organizes data in a variety of ways.
- Standard ST3: Students will generate explanations and communicate conclusions regarding experiments and explorations.
 - ST3.1 (3-4): Compares and contrasts attributes of objects, living things, and events in the environment to organize what they have learned.
 - ST3.2 (4-5): Makes logical conclusions about investigations.

Living Things

- Standard LT1: Students will pose questions and compare what is in the environment.
 - LT1.1 (3-4): Notices and asks questions about what is the same and what is the difference between plants and animals.
 - LT1.2 (4-5): Asks or answers questions about objects, organisms and events in the environment.

Standard LT2: Students will understand that living things grow and change and have needs.

- LT2.1 (3-4): Categorizes living and nonliving things and understands that living things need air, water, and food.
- LT2.2 (4-5): Explains why plants and animals need air, food, and water.

Earth and Space

- Standard ES1: Students will understand that people can change the environment.
 - ES1.1 (3-4): Makes observations and communicates findings with others.
 - ES1.2 (4-5): Explains the impact actions have on the environment for better or for worse.

Social Studies

Government and Community

- Standard *GC1*: Students will demonstrate an understanding of roles, rights, and responsibilities.
 - *GC1.1* (3-4): Recognizes that all children and adults have roles, rights, and responsibilities at home, school, in the classroom, and in the community.
 - *GC1.2* (4-5): Contributes in making group expectations throughout daily routines and transitions.
- Standard *GC2*: Students will demonstrate interest and awareness about a wide variety of careers and work environments.
 - *GC2.1* (3-4): Role plays a variety of careers.
 - *GC2.2* (4-5): Identifies various roles and responsibilities of those who work in their community.

Economics

- Standard *ECO1*: Students will demonstrate an understanding of economic concepts within a community.
 - *ECO1.1* (3-4): Trades or exchanges materials or objects with others.
 - *ECO1.2* (4-5): Exchanges money for goods and services.

Geography

- Standard *G1*: Students will develop knowledge of the relationship between people, places, and regions.
 - *G1.1* (3-4): Creates representations of familiar places through various materials.
 - *G1.2* (4-5): Creates simple representations of "maps" or drawings of familiar places.

Culture

- Standard *C1*: Students will demonstrate awareness and appreciation of their own culture and other cultures.
 - *C1.1* (3-4): Shares about items and places related to their family and cultural traditions to others.
 - *C1.2* (4-5): Comments on similarities and differences between and among individual people and families.

History

- Standard H1: Students will develop an understanding of how people and things change over time and how to relate past events to their present and future activities.
 - H1.1 (3-4): Retells stories, events, or experiences with some detail.
 - H1.2 (4-5): Comments on time in the context of daily experiences.

Physical Well-Being, Health, and Motor Development

Gross Motor Development

- Standard GM1: Students will develop increasing control over gross motor skills.
 - GM1.1 (3-4): Uses locomotor skills with increasing coordination and balance by jumping, running with a stride, and kicking, catching, and throwing a ball.
 - GM1.2 (4-5): Demonstrates control, coordination and balance by hopping on one foot, running with control and direction, climbing ladders, and pedaling a tricycle.

Fine Motor Development

- Standard FM1: Students will develop increasing control over fine motor skills during activities.
 - FM1.1 (3-4): Uses eye-hand coordination to carry out daily activities independently (using scissors to cut on a straight line, tripod grasp)
 - FM1.2 (4-5): Uses scissors to cut out shapes and uses other classroom/household tools with fluency and accuracy.
- Standard FM2: Students will strengthen motor skills to manage dressing skills.
 - FM2.1 (3-4): Manages putting clothing on and off independently.
 - FM2.2 (4-5): Manages snaps, buttons, and zippers to dress self.

Health

- Standard HE1: Students will demonstrate healthy habits.
 - HE1.1 (3-4): Shows an interest and understanding about activities and foods that are healthy for the body.
 - HE1.2 (4-5): Recognizes the importance of good nutrition, water, rest, and sleep in order to be healthy.

Self-Help Skills

- Standard SH1: Students will demonstrate self-help skills to promote positive personal habits.

- SH1.1 (3-4): Uses personal hygiene skills (completing washing hands, steps for toileting)
- SH1.2 (4-5): Exhibits self help skills when dressing, cleaning up, and participating in meals or snack.

Safety

- Standard S1: Students will demonstrate awareness and understanding of safety rules.
 - S1.1 (3-4): Identifies common safety rules that have been discussed or taught.
 - S1.2 (4-5): Follows basic safety rules and identifies how adults help to keep them safe.

Creative Arts

Visual Arts

- Standard VA1: Students will express self and represent ideas and emotions through visual arts.
 - VA1.1 (3-4): Experiments and shows an interest in what can be created with a variety of mediums, methods/technique, texture, and color.
 - VA1.2 (4-5): Chooses materials and subjects with intent and purpose.

Creative Movement and Dance

- Standard CM1: Students will explore movement to a variety of music types using various parts of the body.
 - CM1.1 (3-4): Moves in spontaneous and imaginative ways to music, songs, and rhythms.
 - CM1.2 (4-5): Uses body and objects creatively to interpret or imitate feelings, animal movements, and other ways to tell a story.

Music

- Standard M1: Students will express oneself by engaging in musical activities.
 - M1.1 (3-4): Repeats sound, rhythm and songs by singing or using instruments, responding to; soft/loud, high/low, fast/slow.
 - M1.2 (4-5): Creates own songs and movements which includes musical instruments.

Theater and Dramatic Play

- Standard T1: Students will participate in a variety of dramatic play activities.
 - T1.1 (3-4): Represents fantasy, real-life, imagination, and literature through dramatic play.
 - T1.2 (4-5): Uses props and assumes the role of something or someone else while attempting to speak in the appropriate manner and tone.

Technology

Materials

- Standard MT1: Students will describe types of materials and how they're used.
 - MT1.1 (3-4): Creates structures with various materials and finds out which ones do and do not work to achieve the desired purpose.
 - MT1.2 (4-5): Discusses and describes characteristics of materials in the environment.

Tools

- Standard TO1: Students will explore and use various types of tools appropriately.
 - TO1.1 (3-4): Uses common tools to create simple objects or structures.
 - TO1.2 (4-5): Invents and/or constructs simple objects or structures using common tools and materials in a safe manner.

Information Technology

- Standard IT1: Students will use the knowledge of technology to increase learning.
 - IT1.1 (3-4): Learns basic skills by using age appropriate devices to further learning.
 - IT1.2 (4-5): Uses technology devices independently to add meaning to their learning.