

*Alignment
of the*

Experience Early Learning Skills

with

Arizona Early Learning Standards





The Developmental Continuum of the Experience Early Learning Skills

The Developmental Continuum of the Experience Early Learning Skills is a research-based continuum of 35 skills that indicate child development and learning. Each skill has up to three measurable learning goals. For each goal, the continuum outlines benchmark levels for children from birth to age eight.

The Developmental Continuum of the Experience Early Learning Skills is a sequenced progression. Children progress at varying rates based on individual development and needs. The Developmental Continuum of the Experience Early Learning Skills serves as the basis for the development of these curricular systems:

- Experience Baby
- Experience Toddler
- Experience Preschool

The Developmental Continuum of the Experience Early Learning Skills is included in the appendix.

Visit <https://www.experiencecurriculum.com/skillsresearch/> to learn how each Experience Early Learning tool supports developmentally appropriate practice and child skill development.

Alignment

This document details the alignment of the **Arizona Early Learning Standards** with the Developmental Continuum of the Experience Early Learning Skills. For questions or comments about this alignment, contact info@experienceearlylearning.com.



Arizona Early Learning Standards

*Infant and Toddler
Developmental Guidelines*

Early Learning Standards (3-5yr)



[Arizona's Infant and Toddler Developmental Guidelines](#)

Arizona's Infant and Toddler Developmental Guidelines

Developmental Continuum of the Experience Early Learning Skills

Domain I: Social and Emotional Development	
Strand 1: Attachment and Development of Relationships with Familiar Adults	
<p>Young Infant (<i>Birth-8 Months</i>) Older Infant (<i>6-18th Months</i>) Toddler (<i>15-36 Months</i>)</p> <p>-Indicator a: Child participates in behaviors that develop attachment with familiar adults. -Indicator b: Child shows preference for familiar adults and/or objects. -Indicator c: Child responds to unfamiliar adults.</p>	<p>SED 4 social Relationships SED 4.1 Responds to primary caregivers through eye contact and gentle touch. Adjusts behavior according to emotional or facial response of a familiar person. Enjoys turn-taking games such as peekaboo. SED 4.2 Greets and stays near familiar people. Mimics facial expressions of others. Explores people and their features side-by-side in a book or a mirror. SED 4.3 Identifies and plays side-by-side with a new or familiar person. Demonstrates concern for someone who is sad. Identifies differences between self and others. Participates in an activity when asked.</p>
Social and Emotional Development	
Strand 2: Self-Awareness and Belonging	
<p>Young Infant (<i>Birth-8 Months</i>) Older Infant (<i>6-18th Months</i>) Toddler (<i>15-36 Months</i>)</p>	<p>SED 1 Self-Awareness</p>

<ul style="list-style-type: none"> -Indicator a: Child expresses feelings and emotions. -Indicator b: Child develops awareness of self as separate from others. -Indicator c: Child shows confidence in increasing abilities. -Indicator d: Child uses imitation or pretend play to learn new roles and relationships. 	<p>SED 1.1 Explores self and others by using senses.</p> <p>SED 1.2 Recognizes self in photos or in a mirror.</p> <p>SED 1.3 Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family.</p>
Social and Emotional Development	
Strand 3: Self-Regulation	
<p>Young Infant (<i>Birth-8 Months</i>)</p> <p>Older Infant (<i>6-18th Months</i>)</p> <p>Toddler (<i>15-36 Months</i>)</p> <ul style="list-style-type: none"> -Indicator a: Child manages own behavior and emotions. -Indicator b: Shows ability to cope with healthy stress. -Indicator c: Child Develops increasing independence. -Indicator d: Child begins to understand and follow simple routines, rules and boundaries 	<p>SED 2 Self-Regulation</p> <p>SED 2.1 Calms with support from caregiver. Responds as caregiver takes care of his/her needs. Reacts to changes in routine.</p> <p>SED 2.2 Shows a range of emotions with facial expressions and gestures. Soothes self by seeking a familiar adult or thing. Redirects to a new activity with help from caregivers.</p> <p>SED 2.3 Experiments and role-plays with a range of emotions. Recognizes when the typical routine is not followed and identifies the change.</p>
Social and Emotional Development	
Strand 4: Relationships with Other Children	
<p>Young Infant (<i>Birth-8 Months</i>)</p> <p>Older Infant (<i>6-18th Months</i>)</p> <p>Toddler (<i>15-36 Months</i>)</p>	

<p>-Indicator a: Child shows interest in and awareness of other children.</p> <p>-Indicator b: Child responds to and interacts with other children.</p> <p>-Indicator c: Child begins to recognize and respond to other children's feelings and emotions.</p>	<p>SED 4 social Relationships</p> <p>SED 4.1 Responds to primary caregivers through eye contact and gentle touch. Adjusts behavior according to emotional or facial response of a familiar person. Enjoys turn-taking games such as peekaboo.</p> <p>SED 4.2 Greets and stays near familiar people. Mimics facial expressions of others. Explores people and their features side-by-side in a book or a mirror.</p> <p>SED 4.3 Identifies and plays side-by-side with a new or familiar person. Demonstrates concern for someone who is sad. Identifies differences between self and others. Participates in an activity when asked.</p>
Domain II: Approaches To Learning	
Strand 1: Attentiveness, Persistence, and Effort	
<p>Young Infant (<i>Birth-8 Months</i>)</p> <p>Older Infant (<i>6-18th Months</i>)</p> <p>Toddler (<i>15-36 Months</i>)</p> <p>-Indicator a: Child shows emerging ability, with caregiver support, to remain focused and engaged.</p>	<p>SED 3 Attention & Persistence</p> <p>SED 3.1 Participates in daily routines or familiar activities. Attends to what others are looking at or pointing to.</p> <p>SED 3.2 Participates in daily routines or familiar activities. Attends to what others are looking at or pointing to.</p> <p>SED 3.3 Focuses on an engaging activity for a short period of time independently or with an adult. Asserts a desire to start or end an activity. Asks for help as needed.</p>
Approaches To Learning	

Strand 2: Initiative, Curiosity, and Information Seeking	
<p> Young Infant (<i>Birth-8 Months</i>) Older Infant (<i>6-18th Months</i>) Toddler (<i>15-36 Months</i>) </p> <p>-Indicator a: Child shows interest in and desire to learn, including the willingness to learn new information through exploration and discovery.</p>	<p> SED 3 Attention & Persistence SED 3.1 Participates in daily routines or familiar activities. Attends to what others are looking at or pointing to. SED 3.2 Participates in daily routines or familiar activities. Attends to what others are looking at or pointing to. SED 3.3 Focuses on an engaging activity for a short period of time independently or with an adult. Asserts a desire to start or end an activity. Asks for help as needed. </p>
Approaches To Learning	
Strand 3: Creativity, Play, and Imagination	
<p> Young Infant (<i>Birth-8 Months</i>) Older Infant (<i>6-18th Months</i>) Toddler (<i>15-36 Months</i>) </p> <p>-Indicator a: Child moves beyond current knowledge through concrete hands-on experiences and interactions with others and the environment (i.e. all senses).</p>	<p> CA 3 Visual Arts CA 3.1 Explores materials using gross motor movements and senses. Expresses emotions while exploring materials. CA 3.2 Uses hands and feet to explore a variety of media. Scribbles, colors or paints intentionally on paper. CA 3.3 Explores a variety of artistic tools and media. Uses materials to create shapes and symbols. </p> <p> SCI 1 Investigation & Inquiry SCI 1.2 Asks one- to two-word questions. Uses senses to explore environment. </p>

Approaches To Learning	
Strand 4: Reasoning, Risk Taking, and Problem Solving	
Young Infant (<i>Birth-8 Months</i>) Older Infant (<i>6-18th Months</i>) Toddler (<i>15-36 Months</i>) -Indicator a: Child takes reasonable risks while exploring new information with support of a secure base (primary caregiver). -Indicator b: Child develops skills to evaluate and take reasonable risks.	MR 7 Logic & Reasoning MR 7.1 Reacts to a problem and seeks a desired outcome. MR 7.2 Experiments with cause and effect. MR 7.3 Recognizes a problem and asks for help.
Domain III: Language Development And Communication	
Strand 1: Listening and Understanding	
Young Infant (<i>Birth-8 Months</i>) Older Infant (<i>6-18th Months</i>) Toddler (<i>15-36 Months</i>) -Indicator a: Child shows interest in listening to sounds. -Indicator b: Child listens with interest to the language of others. -Indicator (b) c: Child imitates sounds, signs, gestures, or words for a variety of purposes.	LLD 1 Listening LLD 1.1 Turns head toward the person speaking and makes gestures and/or vocalizations in response. Responds to conversation in environment and imitates actions. LLD 1.2 Shows understanding of a variety of single familiar words. Points at named objects or body parts. With prompts and gestures, follows a one-step direction.

	LLD 1.3 Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions. Follows related two-step directions given verbally.
Language Development And Communication	
Strand 2: Communicating and Speaking	
Young Infant (<i>Birth-8 Months</i>) Older Infant (<i>6-18th Months</i>) Toddler (<i>15-36 Months</i>) -Indicator a: Child uses sounds, signs, gestures, or actions to communicate for a variety of purposes. -Indicator b: Child imitates sounds, signs, gestures, or words for a variety of purposes. -Indicator c: Child shows reciprocity in using language in simple conversations.	LLD 2 Communication LLD 2.1 Mimics single sounds. Uses vocalizations and gestures to communicate. LLD 2.2 Says one- to two-word sentences. Repeats words heard frequently in environment. Uses a few words and word-like sounds to communicate. LLD 2.3 Says two- to four-word sentences and repeats short phrases. Identifies familiar people, places and objects. Asks what a specific person or object is called. Communicates needs, desires and ideas.
Language Development And Communication	
Strand 3: Emergent Literacy	
Young Infant (<i>Birth-8 Months</i>) Older Infant (<i>6-18th Months</i>) Toddler (<i>15-36 Months</i>) -Indicator a: Child shows interest in songs, rhymes, and stories. -Indicator b: Child shows interest in photos, pictures, and drawings.	LLD 4 Alphabetic Knowledge LLD 4.1 Looks for familiar people and objects when given their names. Babbles or repeats sounds.

<p>-Indicator c: Child develops interest in and involvement with books and other print materials.</p>	<p>LLD 4.2 Identifies a familiar object or person when shown a drawing or photo. Points at words printed on a page and pretends to read aloud.</p> <p>LLD 4.3 Recognizes the difference between pictures, letters and numbers in print. Recognizes the sound of the first letter in his/her name.</p> <p>LLD 5 Concepts of Print</p> <p>LLD 5.1 Looks at or points to pictures. Opens and closes books.</p> <p>LLD 5.2 Recognizes if pictures are right-side up. Turns pages from front to back of book.</p> <p>LLD 5.3 Identifies the front/back and top/bottom of a book. Indicates where to start reading on each page.</p>
<p>Domain IV: Cognitive Development</p>	
<p>Strand 1: Exploration and Discovery</p>	
<p>Young Infant (<i>Birth-8 Months</i>) Older Infant (<i>6-18th Months</i>) Toddler (<i>15-36 Months</i>)</p> <p>-Indicator a: Child pays attention to people, objects, and sounds</p> <p>-Indicator b: Child uses senses to gain perceptual information and explore people, objects, and the environment.</p> <p>-Indicator c: Child uses senses and caregiver feedback to understand the attributes of objects such as textures, colors, shapes, sounds, and patterns.</p> <p>-Indicator d: Child shows interest and curiosity in new people and objects.</p>	<p>SCI 1 Investigation & Inquiry</p> <p>SCI 1.1 Looks for a person or toy that has moved out of sight. Reacts to changes.</p> <p>SCI 1.2 Asks one- to two-word questions. Uses senses to explore environment.</p> <p>SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.</p>

-Indicator e: Child demonstrates early scientific skills by acting upon the environment and observes results and repeats action.	
Cognitive Development	
Strand 2: Memory	
<p>Young Infant (<i>Birth-8 Months</i>) Older Infant (<i>6-18th Months</i>) Toddler (<i>15-36 Months</i>)</p> <p>-Indicator a: Child shows ability to process new information and connect it to past experiences. -Indicator b: Child recognizes differences between familiar and unfamiliar people, objects, actions, or places. -Indicator c: Child recognizes the stability of people and objects in the environment.</p>	<p>SS 1 Culture & Community SS 1.1 Recognizes family members and is exposed to family traditions or cultural events. SS 1.3 Recognizes familiar symbols or artifacts of family traditions or customs. Identifies differences between self and others.</p> <p>SS 3 Geography SS 3.1 Responds to changes in the immediate environment. Navigates within a familiar environment. SS 3.2 Recognizes familiar places. Finds ways to move around obstacles in a familiar environment. SS 3.3 Identifies a variety of familiar places, such as the store, car, home or Grandma's. Follows a path.</p>
Cognitive Development	
Strand 3: Reasoning and Problem Solving	

Young Infant (*Birth-8 Months*)

Older Infant (*6-18th Months*)

Toddler (*15-36 Months*)

-Indicator a: Child experiments with different uses for objects.

-Indicator b: Child demonstrates emergent mathematical thinking including an understanding of quantity, spatial awareness, and classification.

-Indicator c: Child shows purpose, cognitive flexibility, and inventiveness in solving problems.

-Indicator d: Child uses reasoning and plans ahead to achieve a specific goal.

-Indicator e: Child makes connections and transfers knowledge to new situations.

MR 7 Logic & Reasoning

MR 7.1 Reacts to a problem and seeks a desired outcome.

MR 7.2 Experiments with cause and effect.

MR 7.3 Recognizes a problem and asks for help.

MR 1 Number Sense

MR 1.1 Hears numbers in everyday context. Hears rote counting. Looks for an object that is taken out of sight.

MR 1.2 Recognizes the numeral one and sees other numerals around the room. Repeats number words when heard.

Demonstrates an understanding of one, two and more.

MR 1.3 Recognizes numerals to three. Points to one object at a time while counting (not always in correct order). Creates groups of objects. Adds to and removes from group as prompted.

MR 2 Spatial Awareness

MR 2.1 Plays with objects and toys that are a variety of shapes. Participates as caregiver raises arms or legs and says up/down. Tries to put one object inside another.

MR 2.2 Purposely turns or spins objects. Follows simple positional directions such as on/off, over/under and up/down. Fills container then dumps out the contents.

MR 2.3 Recognizes objects that are upside-down and turns them right-side up. Finds or places objects next to, between, in front of or behind self. Puts together three pieces to create a whole object.

MR 6 Classification

	<p>MR 6.1 Recognizes familiar people and objects. Recognizes self as being separate from others.</p> <p>MR 6.2 When shown one object, finds the match. Identifies and names familiar people, characters and animals.</p> <p>MR 6.3 Sort objects by one feature, such as size or color. Groups objects by common characteristics.</p>
Cognitive Development	
Strand 4: Imitation and Symbolic Play	
<p>Young Infant (<i>Birth-8 Months</i>)</p> <p>Older Infant (<i>6-18th Months</i>)</p> <p>Toddler (<i>15-36 Months</i>)</p> <p>-Indicator a: Child observes and imitates sounds, gestures, or behaviors.</p> <p>-Indicator b: Child uses objects to represent something else.</p> <p>-Indicator c: Child expresses creativity and imagination through pretend play to increase understanding of culture, environment, and experiences.</p>	<p>CA 4 Drama</p> <p>CA 4.1 Imitates simple movements and facial expressions. Responds to props or puppets.</p> <p>CA 4.2 Mimics observed behaviors and words. Mimics the use of familiar objects.</p> <p>CA 4.3 Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.</p>
Domain V: Physical And Motor Development	
Strand 1: Gross Motor Development	

<p>Young Infant (<i>Birth-8 Months</i>) Older Infant (<i>6-18th Months</i>) Toddler (<i>15-36 Months</i>)</p> <p>-Indicator a:Child demonstrates use of large muscles for movement, position, and to explore the environment. Moves body, arms and legs with increasing balance, stability, control, and coordination.</p>	<p>PD 1 Gross Motor PD 1.1 Sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position. PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects. PD 1.3 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body.</p>
Physical And Motor Development	
Strand 2: Fine Motor Development	
<p>Young Infant (<i>Birth-8 Months</i>) Older Infant (<i>6-18th Months</i>) Toddler (<i>15-36 Months</i>)</p> <p>-Indicator a:Child demonstrates use of small muscles using both hands or feet to make contact with objects or people. Moves hands, feet, fingers, and toes with increasing control and coordination. -Indicator b: Child coordinates eye and hand movements to perform different actions.</p>	<p>PD 2 fine Motor PD 2.1 Reaches for objects in sight. Uses arms or legs to make contact with an object. PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self. PD 2.3 Opens, closes, twists and pulls objects with one or both hands.</p>
Physical And Motor Development	
Strand 3: Perceptual Development	

<p>Young Infant (<i>Birth-8 Months</i>) Older Infant (<i>6-18th Months</i>) Toddler (<i>15-36 Months</i>)</p> <p>-Indicator a: Child uses their senses to understand, explore, and interact with objects, people, and their environment.</p>	<p>SCI 2 Natural & Earth Science SCI 2.1 Explores immediate environment using senses. Reacts to weather changes in the immediate environment. SCI 2.2 Plays with rocks, sand, dirt or water. Reacts to animals or insects in immediate environment. Understands hot and cold. Points at clouds and explores the feel of rain and wind. SCI 2.3 Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics. Notices changes in temperature or weather.</p> <p>SED 1 Self-Awareness SED 1.1 Explores self and others by using senses. SED 1.3 Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family.</p>
<p>Physical And Motor Development</p>	
<p>Strand 4: Health, Safety, and Nutrition</p>	
<p>Young Infant (<i>Birth-8 Months</i>) Older Infant (<i>6-18th Months</i>) Toddler (<i>15-36 Months</i>)</p> <p>-Indicator a: Child demonstrates the use of safe behaviors with the support of adults. -Indicator b: Child demonstrates healthy behaviors regarding personal care, hygiene, and daily routines with the support of adults</p>	<p>PD 3 Safety PD 3.1 Expresses distress when needs are not met. PD 3.2 Responds to possible dangers in environment and avoids them when prompted. PD 3.3 Follows simple safety rules.</p> <p>PD 4 Personal Care</p>

-Indicator c: Child engages in developmentally appropriate eating habits and shows interest in a variety of nutritious food choices.

PD 4.1 Receives appropriate healthcare from caregivers.

Responds when physical needs are not met.

PD 4.2 Recognizes the difference between dirty and clean.

Points to body parts when prompted. Participates in taking care of some personal needs, such as feeding self.

PD 4.3 With help, participates in healthy habits and healthcare routines. Names body parts. Describes basic personal needs.

PD 5 Nutrition

PD 5.1 Cries when hungry or tired.

PD 5.2 Communicates when hungry, thirsty or tired. Feeds self some finger foods.

PD 5.3 Anticipates the need to eat, rest and drink. Feeds self soft foods with a spoon or other utensil.

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[Arizona Early Learning Standards](#)

Arizona Early Learning Standards (3-5yr)

Developmental Continuum of the Experience Early Learning Skills

Social Emotional Standard	
STRAND 1: SELF-AWARENESS AND EMOTIONAL SKILLS	
<p>Concept 1: Self-Awareness The child demonstrates an awareness of self.</p> <p>Children develop a sense of personal identity as they begin to recognize the characteristics that make them unique as individuals and to build self-esteem.</p>	
<p>a. Demonstrates self-confidence. b. Makes personal preferences known to others. c. Demonstrates knowledge of self-identity/autonomy. d. Displays an awareness of similarities and differences between self and others. e. Demonstrates developmentally appropriate cultural curiosity and responsiveness.</p>	<p>SED 1 Self-Awareness SED 1.3 Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family. SED 1.4 When given two to three options, chooses his/her most desired option. SED 1.5 Describes and compares preferences of self and others.</p> <p>SED 4 Social Relationships SED 4.3 Identifies and plays side-by-side with a new or familiar person. Demonstrates concern for someone who is sad. Identifies differences between self and others. Participates in an activity when asked.</p>
Social Emotional Standard	

STRAND 1: SELF-AWARENESS AND EMOTIONAL SKILLS	
<p>Concept 2: Recognizes and Expresses Feelings The child recognizes and expresses feelings of self and others.</p> <p>Children develop emotional literacy through the ability to identify and acknowledge their feelings and feelings of others through daily interactions.</p>	
<p>a. Associates emotions with words, facial expressions, and body language. b. Identifies, describes, and expresses their own feelings. c. Identifies and describes feelings of others. d. Expresses feelings of satisfaction in independent activities. e. Expresses empathy for others.</p>	<p>SED 2 Self Regulation SED 2.3 Experiments and role-plays with a range of emotions. Recognizes when the typical routine is not followed and identifies the change. SED 2.4 Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions. SED 2.5 Names some personal feelings and uses strategies to manage behavior. Anticipates a change in routine and begins to prepare self by finding a desired thing or person.</p> <p>SED 4 Social Relationships SED 4.6 Describes friendships and meaningful relationships. Suggests solutions to group problems. Identifies feelings of others and responds accordingly.</p>
Social Emotional Standard	
STRAND 1: SELF-AWARENESS AND EMOTIONAL SKILLS	

<p>Concept 3: Self-Regulation The child manages the expression of feelings, thoughts, impulses, and behaviors.</p> <p>Young children develop self-control as they acquire the ability to regulate their impulses with decreasing support from adults. This enables children to function successfully and independently in both personal and social contexts. Temperament displays itself through the way a child manages their behaviors in daily activity; temperament is driven by both nature and nurture.</p>	
<p>a. Understands and follows expectations in the learning environment.</p> <p>b. Adjusts behavior and adapts to transitions, daily routines, and unexpected events.</p> <p>c. Chooses appropriate words and actions.</p>	<p>SED 2 Self Regulation SED 2.3 Experiments and role-plays with a range of emotions. Recognizes when the typical routine is not followed and identifies the change. SED 2.4 Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions. SED 2.5 Names some personal feelings and uses strategies to manage behavior. Anticipates a change in routine and begins to prepare self by finding a desired thing or person.</p>
<p>Social Emotional Standard</p>	
<p>STRAND 2: RELATIONSHIPS AND SOCIAL SKILLS</p>	
<p>Concept 1: Attachment The child demonstrates the ability to engage in and maintain secure relationships.</p> <p>Positive social relationships between adults and children develop in an environment where children feel safe and secure. When caregivers provide a secure base of physical and emotional support, children</p>	

construct secure attachments with their caregivers which supports them in moving into deeper and more complex learning.	
a. Expresses interest, curiosity, and trust with familiar adults. b. Seeks support from familiar adults. c. Separates from familiar adult with minimal distress.	SED 4 Social Relationships SED 4.3 Identifies and plays side-by-side with a new or familiar person. Demonstrates concern for someone who is sad. Identifies differences between self and others. Participates in an activity when asked. SED 4.4 Participates in group with those different than self. Asks adult to help solve problems. Explains why someone may be happy or sad. SED 4.5 Initiates play with one or more persons. Offers to help others. Identifies roles of self and others during tasks or pretend play. Asks questions about how others feel, live, eat, play and believe.
Social Emotional Standard	
STRAND 2: RELATIONSHIPS AND SOCIAL SKILLS	
Concept 2: Social Interactions The child displays positive social behavior. A child's relationship with peers and adults reflect their ability to initiate and sustain positive and appropriate interactions while increasing their capacity to acknowledge someone else's perspective.	
a. Responds when adults or other children initiate interactions. b. Initiates and sustains positive interactions with adults and other children. c. Acknowledges someone's perspective by demonstrating positive ways to resolve conflict.	SED 4 Social Relationships SED 4.4 Participates in group with those different than self. Asks adult to help solve problems. Explains why someone may be happy or sad.

	<p>SED 4.5 Initiates play with one or more persons. Offers to help others. Identifies roles of self and others during tasks or pretend play. Asks questions about how others feel, live, eat, play and believe.</p> <p>SED 4.6 Describes friendships and meaningful relationships. Suggests solutions to group problems. Identifies feelings of others and responds accordingly.</p>
Social Emotional Standard	
STRAND 2: RELATIONSHIPS AND SOCIAL SKILLS	
<p>Concept 3: Respect</p> <p>The child has an increasing capacity to understand social boundaries about behavior and the environment.</p> <p>When children interact with others, they become aware of the boundaries of acceptable behavior and possess a growing sense of the potential consequences of their actions. Children thrive in environments when they have a sense of ownership.</p>	
<p>a. Respects the rights and property of others</p> <p>b. Defends own rights and the rights of others</p> <p>c. Shows respect for learning materials in the learning environment.</p>	<p>SED 2 Self Regulation</p> <p>SED 2.4 Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions.</p> <p>SED 2.5 Names some personal feelings and uses strategies to manage behavior. Anticipates a change in routine and begins to prepare self by finding a desired thing or person.</p> <p>SED 4 Social Relationships</p>

	SED 4.6 Describes friendships and meaningful relationships. Suggests solutions to group problems. Identifies feelings of others and responds accordingly.
Approaches to Learning Standard	
STRAND 1: INITIATIVE AND CURIOSITY	
<p>Concept 1: Initiative</p> <p>The child demonstrates motivation, independence, and responsibility while participating in a range of activities and routines.</p> <p>Initiative refers to a child's ability to exhibit a spirit of independence, resourcefulness, and motivation regarding making choices when interacting with others or independently.</p>	
<p>a. Seeks interaction with others.</p> <p>b. Demonstrates independence during activities, routines, and play.</p> <p>c. Exhibits flexibility, imagination, and inventiveness when attempting tasks and activities.</p>	<p>SED 4 Social Relationships</p> <p>SED 4.5 Initiates play with one or more persons. Offers to help others. Identifies roles of self and others during tasks or pretend play. Asks questions about how others feel, live, eat, play and believe.</p> <p>SED 2 Self Regulation</p> <p>SED 2.6 Identifies and explains personal feelings. Describes appropriate responses to different emotions. Transitions from one activity to the next and helps others through the transition.</p>

Approaches to Learning	
STRAND 2: ATTENTIVENESS AND PERSISTENCE	
<p>Concept 1: Attentiveness</p> <p>The child demonstrates the ability to focus on an activity.</p> <p>Attentiveness refers to the child's ability to focus attention and concentrate. This enhances academic learning, including language acquisition and problem solving, as well as social skills and cooperation.</p>	
<p>a. Displays ability to pay attention when engaged in an activity.</p> <p>b. Sustains attention when engaged in an age-appropriate activity.</p> <p>c. Ability to return to activities after distractions and interruptions.</p>	<p>SED 3 Attention & Persistence</p> <p>SED 3.4 Initiates an activity and seeks help to complete it. Practices or repeats an activity many times until successful.</p> <p>SED 3.5 Sustains focus for at least five minutes, persisting even if there are problems or distractions. Independently completes a familiar activity.</p>
Approaches to Learning	
STRAND 2: ATTENTIVENESS AND PERSISTENCE	
<p>Concept 2: Persistence</p> <p>The child demonstrates the ability to maintain and sustain a task.</p> <p>Children demonstrate persistence in their capacity to engage in what they are doing and to meet challenges appropriate to their level of development. The ability to persist in a task is an essential element in learning.</p>	
a. Pursues challenges.	SED 3 Attention & Persistence

<p>b. Copes with frustration or disappointment independently or with support.</p> <p>c. Establishes goals, generates plans, and follows through to completion.</p>	<p>SED 3.4 Initiates an activity and seeks help to complete it. Practices or repeats an activity many times until successful.</p> <p>SED 3.5 Sustains focus for at least five minutes, persisting even if there are problems or distractions. Independently completes a familiar activity.</p>
Approaches to Learning	
STRAND 3: CONFIDENCE AND RESILIENCE	
<p>Concept 1: Confidence and Resilience</p> <p>The child demonstrates self-assurance, motivation, and stamina in a variety of circumstances.</p> <p>Confident children feel positive about themselves and their ability to do things or to adapt to changing situations. Confidence is supported by a mindset of resiliency. A confident child is willing to take a reasonable risk, to express or defend ideas, to try new experiences, or to engage in challenging tasks.</p>	
<p>a. Expresses opinions or ideas.</p> <p>b. Views self as competent and skilled.</p> <p>c. Is willing to take risks and consider a variety of alternatives.</p> <p>d. Demonstrates a mindset of resilience when approaching challenging tasks.</p>	<p>SED 1 Self-Awareness</p> <p>SED 1.3 Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family.</p> <p>SED 1.4 When given two to three options, chooses his/her most desired option.</p> <p>SED 1.5 Describes and compares preferences of self and others.</p> <p>SED 3 Attention & Persistence</p> <p>SED 3.4 Initiates an activity and seeks help to complete it. Practices or repeats an activity many times until successful.</p>

	SED 3.5 Sustains focus for at least five minutes, persisting even if there are problems or distractions. Independently completes a familiar activity.
Approaches to Learning	
STRAND 4: CREATIVITY	
<p>Concept 1: Creativity</p> <p>The child demonstrates the ability to express their own unique way of seeing the world.</p> <p>Creativity involves generating novel ideas while engaging curiosity, risk-taking, and imagination. Creativity can be expressed in many ways. We commonly think of this word in association with the expressive arts. However, creativity involves being able to cope with new situations and problems as well as to see things from a different perspective. A creative child extends and elaborates on ideas and appreciates humor.</p>	
<p>a. Uses imagination to generate innovative ideas.</p> <p>b. Displays curiosity and acknowledges others' perspectives.</p> <p>c. Engages in inventive social play.</p>	<p>CA 3 Visual Arts CA 3.5 Uses artistic tools and media to create intentional designs or images. Plans, designs and seeks materials to make a creation.</p> <p>SCI 1 Investigation & Inquiry SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.</p> <p>CA 4 Drama CA 4.5 Assigns roles and plays out unscripted scenes in dramatic play. Uses a combination of real and imaginary props or characters to play out a scene.</p>

Approaches to Learning	
STRAND 5: REASONING AND PROBLEM-SOLVING	
<p>Concept 1: Reasoning</p> <p>The child demonstrates the ability to think in a logical way.</p> <p>Reasoning involves the child's ability to use prior knowledge and information to generate a decision or conclusion. Logic and reasoning skills are key to child development in early learning. These skills help children work cooperatively and solve problems independently.</p>	
<p>a. Gathers and analyzes information to reach a conclusion.</p> <p>b. Recognizes relationships between cause and effect.</p> <p>c. Connects prior experiences with new learning.</p>	<p>SCI 1 Investigation & Inquiry</p> <p>SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.</p> <p>SCI 1.4 Observes and describes changes that occur to familiar objects and people. When given a question, guesses a possible answer or outcome. Uses past knowledge to explain observed changes.</p> <p>SCI 1.5 Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.</p> <p>MR 7 Logic & Reasoning</p> <p>MR 7.5 Uses previous knowledge to determine which solution to try first when solving a problem.</p>
Approaches to Learning	
STRAND 5: REASONING AND PROBLEM-SOLVING	

<p>Concept 2: Problem-Solving</p> <p>The child demonstrates their ability to focus energies on suitable solutions.</p> <p>Problem solving involves the child's ability to look for or find multiple solutions to a question, task, or problem. This ability is crucial for constructing knowledge as the child builds conflict resolution skills.</p>	
<p>a. Finds out what is wanted or needed. b. Defines the problem. c. Brainstorms and chooses a solution to try. d. Checks in to see if the solution worked.</p>	<p>MR 7 Logic & Reasoning MR 7.3 Recognizes a problem and asks for help. MR 7.5 Uses previous knowledge to determine which solution to try first when solving a problem.</p> <p>SCI 1 Investigation & Inquiry SCI 1.6 Predicts multiple outcomes to a question or situation and explains personal reasoning. Gathers information or experiments to prove/disprove a hypothesis.</p>
<p>Language and Literacy Standard</p>	
<p>STRAND 1: LANGUAGE</p>	
<p>Concept 1: Receptive Language</p> <p>Understanding The child demonstrates understanding of directions, stories, conversations, and nonverbal cues.</p> <p>Receptive language is the ability to understand or comprehend language that is heard or read. During the preschool years, children continue to learn language at a rapid pace. Connections within the brain</p>	

<p>supporting vision and hearing develop first, followed by pathways for early language skills and higher cognitive functions that build on earlier neurological foundations. “Sensory pathways like those for basic vision and hearing are the first to develop, followed by early language skills and higher cognitive functions. Connections proliferate and prune in a prescribed order, with later, more complex brain circuits built upon earlier, simpler circuits.”¹⁰</p> <p>Associating language with pleasant and stimulating experiences nurtures this development. Young children’s sense of words and sentences, sensitivity to tone, and understanding of ideas communicated, influences their abilities to listen and to comprehend. Listening involves active engagement with adults and peers as they share their ideas, feelings, and needs. Language is learned through engaging conversations, related literacy activities such as oral storytelling and interactive shared reading.</p>	
<p>a. Demonstrates understanding of a variety of finger-plays, rhymes, chants and songs, poems, conversations, and stories.</p> <p>b. Engages actively in finger-plays, rhymes, chants and songs, poems, conversations, and stories.</p> <p>c. Demonstrates understanding and follows directions that involve one step, two steps, or multiple steps.</p>	<p>LLD 1 Listening</p> <p>LLD 1.3 Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions. Follows related two-step directions given verbally.</p> <p>LLD 1.4 Shows understanding of some complex vocabulary. Asks what objects are called. Listens to a story or request then responds appropriately. Follows unrelated two-step directions given verbally.</p> <p>LLD 1.5 Listens and understands inferred requests. For example, child gathers more playdough in response to a verbal prompt to help build a larger playdough ball. Follows multi-step directions given verbally.</p>
<p>Language and Literacy</p>	
<p>STRAND 1: LANGUAGE</p>	

<p>Concept 2: Expressive Language and Communication Skills</p> <p>The child uses verbal and nonverbal communication for a variety of purposes; to share observations, ideas, experiences, problem-solve, reason, predict, seek new information, and make connections.</p> <p>Children develop language by engaging in conversations with others and listening and responding to rhymes, chants, songs, stories, and poems. This kind of shared interaction is called “serve and return.”¹¹ Children who are encouraged to share their personal experiences, ideas, feelings, and opinions use increasingly complex language. By noticing serves, you’ll learn a lot about a child’s abilities, interests, and needs.</p>	
<ul style="list-style-type: none"> a. Communicates needs, wants, ideas, and feelings through three to five-word sentences. b. Speaks clearly and understandably to express ideas, feelings, and needs. c. Makes culturally relevant responses (both verbal and nonverbal) to questions and comments from others. d. Initiates, sustains, and expands conversations with peers and adults using open-ended responses. e. With modeling and support, child uses language that includes social rules; e.g., pragmatics, appropriate tone, volume, and inflection to express ideas, feelings, and needs. f. Uses culturally relevant responses such as eye contact, turn taking, and intonation while having conversations with adults and peers. g. Recognizes when the listener does not understand and varies the amount of information to clarify the message. h. With modeling and support, uses increasingly complex phrases and sentences. 	<p>LLD 2 Communication</p> <p>LLS 2.3 Says two- to four-word sentences and repeats short phrases. Identifies familiar people, places and objects. Asks what a specific person or object is called. Communicates needs, desires and ideas.</p> <p>LLD 2.4 Speaks in sentences but does not follow grammatical rules. Describes familiar people, places and objects. Asks simple questions and stays on topic for two to three exchanges.</p> <p>LLD 2.5 Speaks in simple complete sentences. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges.</p> <p>LLD 1 Listening</p> <p>LLD 1.6 Shows understanding of a series of complex statements that explain how or why. Asks and answers general questions about information or stories shared verbally.</p>
<p>Language and Literacy</p>	

STRAND 1: LANGUAGE	
<p>Concept 3: Vocabulary</p> <p>The child understands and uses increasingly complex vocabulary.</p> <p>The early childhood years are a period of vocabulary expansion and exploration. Research indicates that there is a strong connection between vocabulary development and reading comprehension which correlates to academic success. Children gain language and vocabulary skills by having multiple and frequent opportunities to listen, talk, read, share ideas, relate experiences, and engage in meaningful conversations. They need to play with familiar language and experiment with language in different settings. Rhymes, songs, and read-alouds that use rare words allow children to talk about and develop an understanding of words they would not otherwise hear in everyday conversations.</p>	
<p>b. Uses rich vocabulary across many topic areas.</p> <p>c. Figures out the meanings of unfamiliar words and concepts using the context of conversations, pictures that accompany text, or concrete objects.</p> <p>d. Uses category labels and names objects within a category; e.g., fruit, vegetable, animal, transportation.</p> <p>e. Demonstrates understanding of and uses words that indicate position and direction; e.g., in, on, out, under, over, off, besides, behind.</p>	<p>LLD 1 Listening LLD 1.6 Shows understanding of a series of complex statements that explain how or why. Asks and answers general questions about information or stories shared verbally.</p> <p>LLD 2 Communication LLD 2.6 Speaks audibly. Uses plural nouns and common prepositions. Uses new or technical words learned in conversations or through reading. Compares words and their meanings. Explains personal thoughts.</p> <p>MR 6 Classification MR 6.3 Sort objects by one feature, such as size or color. Groups objects by common characteristics</p>

	<p>MR 2 Spatial Awareness</p> <p>MR 2.3 Recognizes objects that are upside-down and turns them right-side up. Finds or places objects next to, between, in front of or behind self. Puts together three pieces to create a whole object.</p> <p>MR 2.4 Matches two objects even if turned different ways. When prompted, places objects next to, between, in front of or behind objects not related to self. Uses a guide to assemble 12 puzzle pieces.</p>
Language and Literacy	
STRAND 2: EMERGENT LITERACY	
<p>Concept 1: Concepts of Print</p> <p>The child knows that print carries messages.</p> <p>Through daily experiences with materials, in a print rich environment, young children delight in discovering the connections between spoken and written words. They learn what print is used for and that print conveys meaning such as in signs, letters, menus, storybooks, and magazines.</p>	
<p>a. Identifies signs, symbols, and labels in a variety of environments (environmental print).</p> <p>b. Demonstrates and understands that print conveys meaning and that each spoken word can be written and read.</p> <p>c. Recognizes that letters are grouped to form words.</p> <p>d. Recognizes own written name and the written names of friends and family.</p> <p>e. Seeks information in printed materials.</p>	<p>LLD 4 Alphabetical Knowledge</p> <p>LLD 4.3 Recognizes the difference between pictures, letters and numbers in print. Recognizes the sound of the first letter in his/her name.</p> <p>LLD 5 Concepts of Print</p> <p>LLD 5.4 Identifies letters, words, spaces and some punctuation. Follows the direction of text.</p>

	LLD 5.5 Touches a written word on the page for each spoken word (but not necessarily the correct word). Tracks print from the end of one line to the beginning of the next line.
Language and Literacy	
STRAND 2: EMERGENT LITERACY	
<p>Concept 2: Book Handling Skills</p> <p>The child demonstrates how to handle books appropriately and with care.</p> <p>It is important to provide young children with many opportunities to interact with and care for books in all environments. Young children need to have access to a variety of fiction and nonfiction books throughout the day, including those that reflect diverse cultures. Through these experiences, children learn to hold books right side up and to turn the pages one at a time to view the illustrations and to gain a sense of the story or content.</p>	
<p>a. Holds a book right side up with the front cover facing the reader and understands left to right and top to bottom directionality.</p> <p>b. Identifies where in the book to begin reading.</p> <p>c. Understands a book has a title, author, and/or illustrator.</p>	<p>LLD 5 Concepts of Print</p> <p>LLD 5.3 Identifies the front/back and top/bottom of a book. Indicates where to start reading on each page.</p> <p>LLD 5.4 Identifies letters, words, spaces and some punctuation. Follows the direction of text.</p>
Language and Literacy	
STRAND 2: EMERGENT LITERACY	

<p>Concept 3: Phonological Awareness</p> <p>The child develops awareness that language can be broken in words, syllables, and smaller units of sounds (phonemes).</p> <p>Young children learn to discriminate between the similarities and differences in spoken language. Such awareness is the foundation of young children's abilities to hear and discriminate different sounds in words (phonological awareness). Research indicates how quickly and how easily children learn to read often depends on how much phonological awareness they have. Children's abilities to play with or manipulate the smallest units of speech (phonemes) are demonstrated in a variety of ways, including using rhymes, alliteration, blending, segmenting, and experimenting with beginning and ending sounds. Phonological awareness and phonemic awareness are the foundations that enable preschool children to later match sounds to their letters (phonics).</p>	
<ul style="list-style-type: none"> a. Differentiates between sounds that are the same and different (e.g., environmental sounds, animal sounds, phonemes). b. Identifies rhyming words. c. Produces rhyming words. d. Recognizes spoken words that begin with the same sound. e. Hears and shows awareness of separate words within spoken phrases or sentences f. Identifies and discriminates syllables in words. g. Combines onset and rime to form a familiar one-syllable word with and without pictorial support. 	<p>LLD 3 Phonological Awareness</p> <p>LLD 3.3 Shows awareness of separate words in spoken language.</p> <p>LLD 3.4 Identifies words that have a similar beginning sound.</p> <p>LLD 3.5 Identifies the beginning and ending sounds of words.</p> <p>LLD 3.6 Counts syllables in spoken words. Isolates and pronounces the sound of each syllable.</p>
<p>Language and Literacy</p>	
<p>STRAND 2: EMERGENT LITERACY</p>	

<p>Concept 4: Alphabet Knowledge</p> <p>The child demonstrates knowledge of the alphabet. Child identifies letters of the alphabet and produces correct sounds associated with several letters.</p> <p>Learning the alphabet involves more than teaching letter identification. Children must also come to understand the alphabet as a system and learn how the letters function in written language. 13 Young children begin to recognize some printed alphabet letters, especially those letters found in their own names. To support young learners' knowledge of letters, adults need to provide children with easy and repeated meaningful interactions with written letters and words within the context of daily experiences and engage them in activities that are fun and interesting.</p>	
<ul style="list-style-type: none"> a. Discriminates letters from other shapes and symbols. b. Matches and recognizes similarities and differences in letters, with modeling and support. c. Recognizes an increasing number of letters, especially those in own name, familiar objects, family, and friends. d. Demonstrates understanding of letters by producing letter forms using a variety of materials; e.g., playdough, blocks, marker, and paper. e. Uses letter-sound knowledge, identifying the sounds of a few letters and producing the correct sounds for an increasing number of letters. 	<p>LLD 4 Alphabetical Knowledge</p> <p>LLD 4.3 Recognizes the difference between pictures, letters and numbers in print. Recognizes the sound of the first letter in his/her name.</p> <p>LLD 4.4 Recognizes some common words in print, such as his/her name, mom, dad. Identifies six to seven letters and their sounds.</p> <p>LLD 4.5 Names all upper- and lowercase letters when presented in random order and identifies at least 15 letter sounds. When shown a two- or three-letter word, can find it in print.</p>
<p>Language and Literacy</p>	
<p>STRAND 2: EMERGENT LITERACY</p>	

Concept 5: Comprehension and Text Structure

The child demonstrates an understanding of narrative structure through storytelling, questioning, and recall.

Children gain understanding about language and reading through their interactions with verbal language, print, and daily routines. Through shared reading (or dialogic reading), children learn about reading concepts by experiencing a learning environment rich in signs, symbols, words, numbers, and art that reflect diverse cultures. When children are read to regularly and encouraged to intentionally interact with printed materials, they develop an interest in books and other printed materials.

“To comprehend what they read, children must continually draw on relevant background knowledge. This means that having a solid conceptual and informational base is a vital part of becoming a skilled reader.”¹⁴

- a. Takes an active role in reading activities.
- b. Identifies characters and major events in a story.
- c. Asks and answers a variety of questions about books or stories told or read aloud.
- d. Draws connections between story events and personal experiences.
- e. Identifies events and details in the story and makes predictions.
- f. Gives an opinion for liking or disliking a book or story
- g. Begins to demonstrate an understanding of the differences between fiction and non-fiction.
- h. Identifies the topic of informational text that has been read aloud.
- i. Retells or reenacts a story in sequence with pictures or props.
- j. Demonstrates reading fluency by use of phrasing, intonation, and expression in shared reading of familiar books, poems,

LLD 6 Reading Comprehension

LLD 6.3 Talks about pictures and ideas in familiar stories. Answers “what” questions about stories and books. Recalls the name of the main character.

LLD 6.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story. Participates with others in the retelling of a story by pointing at pictures or role-playing with props.

LLD 6.5 Relates to the characters or events of the story and shares a similar experience or object from own life. Retells portions of a story. Asks and answers simple questions about characters, setting and events.

LLD 6.6 With support, compares similarities between two texts. With prompting, answers questions about characters and setting. Retells major events of a story in sequence.

chants, songs, nursery rhymes, or other repetitious or predictable texts.	
Language and Literacy	
STRAND 3: EMERGENT WRITING	
<p>Concept 1: Writing Processes and Writing Applications</p> <p>Children engage in a variety of writing activities and begin to convey meaning through their increasingly sophisticated marks. Children write to communicate ideas and to convey meaning. These skills include the understanding of print, the development of motor skills, and the generation of ideas.</p> <p>Children begin to recognize the relationship between spoken and written messages by engaging in writing, drawing, and related activities that have meaning and purpose for them. Children receive powerful messages about literacy's pleasures and rewards by observing others' reading and writing. Children develop as writers when they are encouraged to write in an environment that has readily accessible writing materials. Children's writing develops in a well-defined sequence that represents their understanding of how print works. The stages begin with simple scribbles and progress to writing words in a conventional manner.</p>	
<p>a. In writing process, uses a variety of writing tools, materials, and surfaces to create drawings or symbols.</p> <p>b. Writes own name using letter-like forms or conventional print.</p> <p>c. Intentionally uses scribbles/writing and inventive writing to convey meaning, ideas, or to tell a story; e.g., signing artwork, captioning, labeling, creating lists, making notes.</p>	<p>LLD 7 Writing</p> <p>LLD 7.3 Holds drawing/writing tools with whole hand and may use whole arm to make intentional marks. Scribbles or draws marks as a representation of an object or person.</p> <p>LLD 7.4 Uses fingers to grasp and manipulate drawing/writing tools with increasing control. Draws lines, circles or shapes and explains who or what they represent.</p>

<p>d. Forms letters starting with large motor (sky writing, paint brush and water, sidewalk chalk) progressing to fine motor (paper and writing utensil).</p> <p>e. Organizes writing from left to right, indicating a print awareness that letters cluster as words and words cluster into phrases or sentences by use of spacing or marks.</p>	<p>LLD 7.5 Uses a mature tripod grip with drawing/writing tools. Uses a combination of drawing, dictating and writing to express and record an event or idea.</p>
Mathematics Standard	
STRAND 1: COUNTING AND CARDINALITY	
<p>Concept 1: Counts Out Loud</p> <p>The child counts out loud and uses number words in daily conversations.</p> <p>To build an understanding of counting, children need environments that are rich in mathematical language and provide varied opportunities to count in ways that are personally meaningful, challenging, and fun.</p>	
<p>a. Shows interest in and awareness of counting.</p> <p>b. Rote counts zero to ten and beyond with increasing accuracy.</p>	<p>MR 1 Number Sense</p> <p>MR 1.4 Identifies numerals to five. Counts up to ten objects. Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts</p>
Mathematics Standard	
STRAND 1: COUNTING AND CARDINALITY	

<p>Concept 2: Knows Number Names and Symbols</p> <p>The child identifies numerals and uses number words in daily activities.</p> <p>To build an understanding of number names and symbols, materials and opportunities for mathematical thinking should be embedded in a variety of learning experiences to allow children the opportunity to explore and play with numbers and numerals throughout the day, across the curriculum, and at home.</p>	
<p>a. Uses numerals and number symbols in the context of daily routines, activities, and play.</p> <p>b. Uses and creates symbols to represent numbers.</p> <p>c. Uses a variety of materials (i.e. clay, sand, shaving cream) to write and form numerals and numeral-like symbols.</p> <p>d. Identifies numerals zero to ten.</p> <p>e. Differentiates some written numerals from written letters.</p>	<p>MR 1 Number Sense</p> <p>MR 1.4 Identifies numerals to five. Counts up to ten objects. Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts</p> <p>MR 1.5 Identifies numerals to 10. Solves addition and subtraction problems within ten. Counts up to 20 objects.</p>
<p>Mathematics Standard</p>	
<p>STRAND 1: COUNTING AND CARDINALITY</p>	
<p>Concept 3: Compares Numbers and Quantities</p> <p>The child applies a range of strategies such as matching or counting to compare sets of objects.</p> <p>Children develop an understanding of numbers through hands-on experiences, using a variety of objects found in the home, the learning environment, and nature. To build an understanding of numbers and the quantities they represent, young children need daily experiences involving comparing groups of objects in ways that are personally meaningful, challenging, and fun.</p>	

a. Compares two sets of objects using terms such as greater than, less than, or equal to.	MR 1 Number Sense MR 1.4 Identifies numerals to five. Counts up to ten objects. Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.
Mathematics Standard	
STRAND 1: COUNTING AND CARDINALITY	
Concept 4: Counts to Tell Number of Objects The child uses number words and counting to identify quantity. Developing an understanding of numbers begins with hands-on experiences using a variety of objects found in the home, the learning environment, and nature. To build an understanding of “how much” and to explore number relationships, children need daily experiences involving counting in ways that are personally meaningful, challenging, and fun	
a. Identifies quantities of three to five objects without counting using visual approximation (Subitize). b. Demonstrates the ability to match object to object in a group (One-to-one correspondence). c. Counts groups of objects using a number word for each object (Rational counting). d. Counts a collection of up to ten items using the last counting word to tell, “How many?” (Cardinality). e. Matches numerals to quantities using manipulatives.	MR 1 Number Sense MR 1.5 Identifies numerals to 10. Solves addition and subtraction problems within ten. Counts up to 20 objects. MR 1.6 Identifies and writes numerals to 20. Counts to 100 by ones and tens. Counts forward from a given number. Decomposes numbers less than or equal to 10 in more than one way, e.g., $7 = 3 + 4$ just as $7 = 2 + 5$.
Mathematics Standard	

STRAND 2: OPERATIONS AND ALGEBRAIC THINKING	
<p>Concept 1: Explores Addition and Subtraction</p> <p>The child recognizes addition as adding to and subtraction as taking away from.</p> <p>Developing an understanding of a number begins with hands-on experiences using a variety of objects found in the home, the learning environment, and nature. To build an understanding of numbers and to discover number relationships, children need opportunities to describe the changes that result from putting sets of objects together or taking them apart (e.g., blocks, animals, toy people).</p>	
<p>a. Recognizes that adding increases the number of objects in a group.</p> <p>b. Describes changes in two or more sets of objects when they are combined.</p> <p>c. Recognizes that taking away (subtracting) decreases the number of objects in a group.</p> <p>d. Describes changes in a set of objects when they are separated into parts.</p> <p>e. Counts on from the larger number for addition.</p>	<p>MR 1 Number Sense</p> <p>MR 1.5 Identifies numerals to 10. Solves addition and subtraction problems within ten. Counts up to 20 objects.</p> <p>MR 1.6 Identifies and writes numerals to 20. Counts to 100 by ones and tens. Counts forward from a given number. Decomposes numbers less than or equal to 10 in more than one way, e.g., $7 = 3 + 4$ just as $7 = 2 + 5$.</p>
Mathematics Standard	
STRAND 2: OPERATIONS AND ALGEBRAIC THINKING	
<p>Concept 2: Patterning</p> <p>The child recognizes, fixes, duplicates, extends, describes, and creates patterns.</p>	

Recognition and investigation of patterns are important components of a child's development. A child's ability to work with patterns is the precursor to mathematical thinking, especially algebraic processes. Children need frequent opportunities to engage in pattern-related activities such as playing with repetitive sounds and movement or noticing patterns in textures and pictures.	
<ul style="list-style-type: none"> a. Recognizes patterns in the real world. b. Fixes simple patterns. c. Duplicates simple patterns. d. Extends patterns. e. Creates patterns. f. Describes similarities and differences in patterns 	<p>MR 5 Patterns</p> <p>MR 5.3 Copies patterns with two steps, such as red-blue, red-blue.</p> <p>MR 5.4 Creates and extends two-step patterns.</p> <p>MR 5.5 Creates and extends three- and four-step patterns and plays complex memory games.</p> <p>MR 5.6 Determines the missing piece of a pattern within a set sequence. Recognizes simple patterns in the environment.</p>
Mathematics Standard	
STRAND 3: MEASUREMENT AND DATA	
<p>Concept 1: Sorts and Classifies</p> <p>The child sorts and groups objects by a variety of attributes.</p> <p>Recognizing relationships between objects, people, and events allows young children to make generalizations and predictions beyond information directly available to them. The ability to think logically and to reason (problem solve) extends far beyond mathematical boundaries.</p>	
<ul style="list-style-type: none"> a. Sorts and classifies objects by one or more attributes (e.g., size, color, shape, texture, use). b. Explains how items were sorted into groups. 	<p>MR 6 Classification</p> <p>MR 6.3 Sort objects by one feature, such as size or color. Groups objects by common characteristics.</p> <p>MR 6.4 After sorting objects by one feature, sorts again by a different feature.</p>

	MR 6.5 Sorts objects by more than one feature and explains why.
Mathematics Standard	
STRAND 3: MEASUREMENT AND DATA	
<p>Concept 2: Data Analysis</p> <p>With prompting and support the child collects, organizes, displays, and describes relevant data.</p> <p>Children are natural observers and questioners. To build upon this strength, adults should facilitate children's opportunities to ask questions, sort and classify objects, collect and display information, and talk about what is meaningful to them.</p>	
<p>a. Asks questions to gather measurable data.</p> <p>b. Displays data to answer simple questions about themselves or the environment.</p> <p>c. Uses descriptive language to compare data in picture graphs or other concrete representations.</p> <p>d. Analyzes data from charts and graphs to answer questions.</p>	<p>SCI 1 Investigation & Inquiry</p> <p>SCI 1.5 Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.</p> <p>SCI 1.6 Predicts multiple outcomes to a question or situation and explains personal reasoning. Gathers information or experiments to prove/disprove a hypothesis.</p> <p>SCI 1.7 Inquires about a phenomenon, makes a prediction based on prior knowledge and gathered information. Records findings in charts or diagrams. Explains his/her problem-solving strategy.</p>
Mathematics Standard	
STRAND 3: MEASUREMENT AND DATA	

<p>Concept 3: Measures</p> <p>The child uses measurement to describe and compare objects in the environment.</p> <p>Starting at a very young age, children compare based on observable attributes and characteristics. Immersing children in measurement activities provides them with opportunities to explore, compare, and discuss the use of measurement in their environment.</p>	
<p>a. Compares objects and uses terms (e.g. lighter-heavier, hotter-colder, and faster-slower).</p> <p>b. Uses non-standard units of measurement(e.g., hands, bodies, containers) to estimate measurable attributes.</p> <p>c. Uses various standard measuring tools for simple measuring tasks.</p> <p>c. Orders objects by measurable attributes.</p> <p>d. Uses appropriate vocabulary to describe time and sequence related to daily routines (e.g. tomorrow, yesterday, next, this morning).</p>	<p>MR 4 Measurement</p> <p>MR 4.3 Determines which object is bigger (heavier, longer) when given two objects.</p> <p>MR 4.4 Uses nonstandard measurement tools to estimate approximate size or volume. Verifies estimation with help.</p> <p>MR 4.5 Estimates (not always logically) size and volume. Measures and describes findings.</p> <p>MR 4.8 Tells time. Estimates length in inches, feet, centimeters or meters. Measures an object using a variety of measurement standards.</p> <p>SS 4 History & Sense of Time</p> <p>SS 4.5 Uses language of time to describe familiar sequences of events.</p>
<p>Mathematics Standard</p>	
<p>STRAND 4: GEOMETRY</p>	
<p>Concept 1: Shapes</p> <p>The child recognizes names and describes common shapes and their properties.</p>	

<p>Geometry for young children involves observing, playing with, and purposefully investigating shapes that are found in their environment. Beginning in infancy, children compare objects by form and shape. This familiarity is a foundation for more complex learning experiences involving shape, position, and orientation in space</p>	
<ul style="list-style-type: none"> a. Recognizes basic two-dimensional shapes when presented in different orientations. b. Uses the names of geometric shapes when describing objects found in the environment. c. Creates two-dimensional shapes during play. d. Creates three-dimensional (solid) shapes during play. e. Compares, describes, analyzes, and sorts two- and three-dimensional objects in the environment using formal and informal mathematical language with prompting and support based on their attributes. 	<p>MR 3 Shapes MR 3.5 Describes basic and complex two- and three-dimensional shapes using own words. MR 3.6 Describes objects in the environment as two- and three-dimensional shapes. MR 3.7 Describes and draws defining features of shapes.</p>
<p>Mathematics Standard</p>	
<p>STRAND 4: GEOMETRY</p>	
<p>Concept 2: Spatial Reasoning The child uses and demonstrates an understanding of positional terms.</p> <p>Geometry for young children involves observing, playing with, and purposefully investigating shapes that are found in their environment. Children spontaneously make spatial comparisons using vocabulary such as: location/positional terms, movement, distance, and transformation. This familiarity is a foundation for more complex learning experiences involving shape, position, and orientation in space.</p>	

<p>a. Uses and responds to spatial language(e.g., between, inside, under, above, behind).</p> <p>b. Describes the relative position or location of objects in relation to self or to other objects with mathematical precision.</p>	<p>MR 2 Spatial Awareness</p> <p>MR 2.4 Matches two objects even if turned different ways. When prompted, places objects next to, between, in front of or behind objects not related to self. Uses a guide to assemble 12 puzzle pieces.</p> <p>MR 2.5 Identifies and corrects the orientation of familiar objects and symbols. Explains the location of an object in relation to another object. Assembles a puzzle without using a guide.</p>
Science Standard	
STRAND 1: SCIENTIFIC INQUIRY AND APPLICATION	
<p>Concept 1: Exploration, Observations, and Hypotheses</p> <p>The child observes, explores, and interacts with materials, others, and the environment.</p> <p>Curiosity about the natural world leads children to ask questions and make predictions, which are their theories about why, how, where, and what if. Materials and instructional strategies that are culturally and linguistically responsive and relevant to the child's context support their exploration, observations, and hypotheses about relationships between objects, people, and events in their world.</p>	
<p>a. Exhibits curiosity about objects, living things, and other natural events in the environment.</p> <p>b. Identifies attributes of objects, living things, and natural events in the environment.</p> <p>c. Describes changes in objects, living things, and natural events in the environment.</p>	<p>SCI 2 Natural & Earth Science</p> <p>SCI 2.3 Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics. Notices changes in temperature or weather.</p> <p>SCI 2.5 Recognizes that all living things have similar basic needs. Sorts organisms as living or nonliving and explains why. Identifies current season and explains how weather affects personal life.</p>

<p>d. Begins to describe the similarities, differences and relationships between objects, living things and natural events.</p> <p>e. Asks and responds to questions about relationships of objects, living things, and events in the natural environment.</p>	<p>SCI 2.6 Describes how living things obtain what they need to survive. Groups living things by similar features. Explains that different places have disparate kinds of weather and climates.</p>
Science Standard	
STRAND 1: SCIENTIFIC INQUIRY AND APPLICATION	
<p>Concept 2: Investigation</p> <p>The child researches their own predictions and the ideas of others through active exploration and experimentation.</p> <p>Children use their skills and a variety of tools and materials to gather information while investigating. Active experimentation requires questioning, refining, and persistence. Children explore answers to questions and begin to form more complex conclusions. Information gathered in the process deepens a child's knowledge of the world and their environment.</p>	
<p>a. Uses a variety of tools and materials to investigate.</p> <p>b. Makes predictions and researches hypotheses through active investigation.</p> <p>c. Adjusts their approach if results are different than expected and continues testing.</p> <p>d. Persists with an investigation.</p>	<p>SCI 1 Investigation & Inquiry</p> <p>SCI 1.5 Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.</p> <p>SCI 1.6 Predicts multiple outcomes to a question or situation and explains personal reasoning. Gathers information or experiments to prove/disprove a hypothesis.</p>
Science Standard	
STRAND 1: SCIENTIFIC INQUIRY AND APPLICATION	

<p>Concept 3: Analysis and Conclusion</p> <p>The child analyzes data (their observations and background knowledge) and forms conclusions about their investigation.</p> <p>Children form conclusions about their observations and investigations by collecting, discussing and communicating, and reflecting upon the information gathered. Adults can help children organize their information using tools such as graphs, digital media, manipulatives, and other relevant methods.</p>	
<p>a. Uses a variety of materials to record and organize data. b. Identifies cause and effect relationships. c. Constructs theories to explain their investigations.</p>	<p>SCI 4 Technology SCI 4.6 Uses familiar tools and technology to produce a desired result or solve a specific problem.</p> <p>SCI 1 Investigation & Inquiry SCI 1.5 Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations. SCI 1.6 Predicts multiple outcomes to a question or situation and explains personal reasoning. Gathers information or experiments to prove/disprove a hypothesis.</p>
<p>Science Standard</p>	
<p>STRAND 1: SCIENTIFIC INQUIRY AND APPLICATION</p>	
<p>Concept 4: Communication</p> <p>The child discusses, communicates, and reflects upon the scientific investigation and its findings.</p> <p>Based on their experiences, children express their deeper understanding of science concepts and their environment through words</p>	

and other representations such as digital tools, painting, drawing, sculpting, or movement. When caregivers engage children in dialogue with meaningful scientific vocabulary relevant to their experiences, they can promote language, literacy, and cognitive skills which are essential foundations for later success in school and in life.	
a. Displays and interprets data. b. Presents their scientific ideas in a variety of ways. c. Conducts further investigation based on prior experience and information gained.	SCI 1 Investigation & Inquiry MR 1.7 Inquires about a phenomenon, makes a prediction based on prior knowledge and gathered information. Records findings in charts or diagrams. Explains his/her problem-solving strategy. MR 1.8 Asks questions and makes hypotheses about scientific phenomena or hypothetical problems. Conducts an experiment multiple times, records observations and evaluates information to explain a phenomenon.
Social Studies Standard	
STRAND 1: FAMILY	
Concept 1: Understands Family The child demonstrates an understanding of families and the roles and responsibilities of being a family member. Children are curious about their world. They thrive on learning experiences that are meaningful and that connect to what they have previously learned. A child's family is central to their understanding of themselves and provides a foundational reference for their roles and relationships at school and within the larger community. As their perception grows, children further expand this scope to understand how systems work together.	

<p>a. Views self in relationship to others in a family.</p> <p>b. Identifies family members (e.g., mother, father, sister, brother, grandparents, and other important people in the child's life).</p> <p>c. Describes/discusses own cultural or familial traditions.</p> <p>. Identifies similarities and differences in their family composition and the families of others such as blended, foster, and other family structures.</p> <p>e. Develops an awareness of their personal and family history.</p> <p>f. Shows knowledge of family members' roles and responsibilities in the home.</p>	<p>SS 1 Culture & Community</p> <p>SS 1.3 Recognizes familiar symbols or artifacts of family traditions or customs. Identifies differences between self and others.</p> <p>SS 1.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community. Describes family and community members, their roles and their relationship to self.</p> <p>SS 1.5 Explains the meaning and importance of own traditions and customs. Begins to learn about other cultures. Identifies roles and responsibilities of self and others to contribute to the community.</p>
Social Studies	
STRAND 2: COMMUNITY	
Concept 1: Understands Community	
<p>This subject is missing from the original Arizona Early Learning Standards document. (Social Studies Standard / Page 167)</p>	
Social Studies	
STRAND 2: COMMUNITY	

<p>Concept 2: Rights, Responsibilities, and Roles within Community</p> <p>The child demonstrates a sense of belonging to the community and contributes to its care.</p> <p>Children recognize themselves as part of their home and community. Children are given opportunities to experience choices and to make their own decisions to demonstrate their roles as individuals. As children learn to demonstrate respect for ideas and rules, they gain the skills necessary for being contributing members of their family and of a community.</p>	
<p>a. Demonstrates responsible behaviors.</p> <p>b. Recognizes that people rely on others for economics, goods, and services (e.g., farm goods, mail delivery, safety, health care).</p> <p>c. Seeks opportunities for leadership.</p> <p>d. Describes the purpose of rules.</p> <p>e. Recognizes that people have wants and must make choices because resources and materials are limited.</p> <p>f. Describes their role at home, at school, and in the community.</p>	<p>SS 1 Culture & Community</p> <p>SS 1.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community. Describes family and community members, their roles and their relationship to self.</p> <p>SS 1.5 Explains the meaning and importance of own traditions and customs. Begins to learn about other cultures. Identifies roles and responsibilities of self and others to contribute to the community.</p>
<p>Social Studies</p>	
<p>STRAND 2: COMMUNITY</p>	
<p>Concept 3: Environment</p> <p>The child demonstrates awareness of locations within and around their community and of the environment.</p> <p>As young children explore their community and visit a variety of places, they begin to develop a sense of direction and location. While going for rides on the bus or in a car, or while walking in their neighborhoods,</p>	

children become aware of signs, symbols, and other landmarks. This helps to develop a stronger relationship with a sense of place which encourages children to take care of and advocate for their environment.	
a. Describes directionality and/or location within the community. b. Describes some physical features of the environment in which she lives (e.g., buildings and natural elements like mountains and weather). c. Recognizes that people share the environment with other people, plants, and animals. a. Shows an understanding of how to care for the indoor and outdoor environment.	SS 3 Geography SS 3.3 Identifies a variety of familiar places, such as the store, car, home or Grandma's. Follows a path. SS 3.4 Identifies different types of water bodies, streets, buildings and landmarks in own community. Recognizes symbols and landmarks. SS 3.5 Explains the purpose for different types of structures, such as bridges and buildings. Asks questions about landmarks. Identifies what is represented on a map. Draws pictures of current location.
Social Studies	
STRAND 3: HISTORY AND EVENTS	
Concept 1: Understands Time – Past, Present, and Future The child demonstrates an awareness of time and sequence of events in their daily lives. As young children explore their family and community identity and roles, they begin to differentiate a sense of what is in the past, present, and future. While describing, experiencing, planning, and discussing past events, children become aware of time, what is now and what is later. Moreover, children begin to develop cognitive skills regarding how the past can affect the present and future, and how people live and what they do changes over time	
a. Demonstrates an understanding of time in the context of daily experiences.	SS 4 History & Sense of Time

<p>b. Understands that events happened in the past and how these events relate to one's self, family, and community.</p> <p>c. Communicates time and sequence vocabulary (e.g., before, after, during, later, first, last, yesterday, tomorrow, today) to describe relevant history and events.</p>	<p>SS 4.3 Describes events as they happen. Uses words such as first, then.</p> <p>SS 4.4 Recalls information and events from the past.</p> <p>SS 4.5 Uses language of time to describe familiar sequences of events.</p> <p>SS 4.7 Compares and contrasts current and historical conditions of familiar environments.</p>
Physical Development, Health, & Safety Standard	
STRAND 1: PHYSICAL HEALTH AND DEVELOPMENT	
<p>Concept 1: Gross Motor Development</p> <p>The child moves with maturing, fundamental movement skills. Children are frequently in motion.</p> <p>This movement develops young children's large muscles as they run, jump, and play in both structured and unstructured settings. Children increase their ability to control their bodies and learn that regular physical activity can enhance their overall physical, social health, mental health, cognitive academic performance, and learning.</p>	
<p>a. Moves with maturing balance skills.</p> <p>b. Moves with maturing locomotor skills (e.g., walks, runs, skips, jumps, gallops, hops, slides, leaps).</p> <p>c. Moves with maturing coordination (e.g., reach, grasp, throw, catch).</p> <p>d. Demonstrates an understanding of movement concepts including body awareness, spatial awareness, and directional awareness.</p>	<p>PD 1 Gross Motor</p> <p>PD 1.3 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body.</p> <p>PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects.</p> <p>PD 1.6 Skips confidently, gallops and slides side to side. Changes direction and speed of movement.</p>

Physical Development, Health & Safety	
STRAND 1: PHYSICAL HEALTH AND DEVELOPMENT	
<p>Concept 2: Fine Motor Development</p> <p>The child uses fingers, hands, and wrists to manipulate tools and materials.</p> <p>Developing fine motor skills is an important foundation for other developmental areas such as cognitive development, artistic expression, daily living skills, and handwriting. Children begin to demonstrate an increased amount of strength, dexterity, and stamina to perform fine motor tasks using a variety of manipulatives and tools. When children are engaged in appropriate activities and experiences, they develop the ability to gain fine motor control, which leads to independence.</p>	
<p>a. Uses fingers, hands, and wrists to manipulate a variety of tools and materials, (e.g., crayons, markers, chalk, sponges, paint brushes, scissors, pencils, silverware).</p> <p>b. Uses eye-hand coordination to perform simple tasks.</p> <p>c. Manipulates smaller objects, tools, and instruments that require wrist and squeezing motions.</p> <p>d. Uses fine motor skills in daily living.</p>	<p>PD 2 Fine Motor</p> <p>PD 2.3 Opens, closes, twists and pulls objects with one or both hands.</p> <p>PD 2.4 Manipulates objects with hands doing different things. Snips with scissors. Begins to string large beads.</p> <p>PD 2.5 Follows a straight line when cutting and drawing. Buttons, zips, buckles and laces.</p>
Physical Development, Health & Safety	
STRAND 2: HEALTH	

<p>Concept 1: Personal Health and Hygiene Practices</p> <p>Child demonstrates knowledge of personal health practices and routines and understands the functions of body parts.</p> <p>Children begin to learn self-help/adaptive skills that will assist them in making appropriate healthy choices. They learn that proper nutrition, physical activity, and rest are necessary for a healthy body.</p>	
<p>a. Demonstrates hygiene practices and personal care tasks with increasing independence.</p> <p>b. Demonstrates healthy nutrition practices.</p> <p>c. Demonstrates active physical play and rest.</p> <p>d. Demonstrates emerging knowledge of wellness.</p> <p>e. Demonstrates emerging knowledge of oral health.</p>	<p>PD 4 Personal Care</p> <p>PD 4.4 Describes the function of basic body parts. Regulates toileting and hand washing needs. Follows a routine of rest and active play. Meets most personal needs and understands that all people have needs.</p> <p>PD 4.5 Explains how germs spread and describes simple strategies for preventing the spread. Recognizes that all living things have similar basic needs. Distinguishes between needs and wants.</p> <p>PD 4.7 Explains the importance of nutrition, exercise and rest in maintaining wellness. Maintains personal hygiene with few reminders.</p>
<p>Physical Development, Health & Safety</p>	
<p>STRAND 3: SAFETY</p>	
<p>Concept 1: Safety and Injury Prevention</p> <p>Child demonstrates knowledge of personal safety practices and routines.</p> <p>Safety awareness refers to development of the ability to identify potential risks and use safe practices to protect oneself and others. Children recognize and avoid potentially harmful persons, objects,</p>	

<p>substances, activities, and environments to keep themselves safe. These principles should be relevant to Arizona and to the community/region in which the child lives.</p>	
<p>a. Identifies and follows basic safety rules with guidance and support (e.g., sun safety, animal and plant safety, outdoor and indoor safety).</p> <p>b. Identifies basic signs and symbols that indicate danger (e.g., stop sign, poison, exit, flammable, slippery when wet, railroad crossing).</p> <p>c. Demonstrates transportation and street safety practices.</p> <p>d. Enforces personal boundaries (safety, self-advocacy, and boundary awareness).</p> <p>e. Knows personal information.</p> <p>f. Demonstrates emergency safety practices.</p> <p>g. Demonstrates ways to tell a trusted adult if threatened or harmed.</p> <p>h. Identifies how adults help to keep us safe.</p>	<p>PD 3 Safety</p> <p>PD 3.3 Follows simple safety rules.</p> <p>PD 3.4 Seeks opportunities to help others. Tries to solve own social problems.</p> <p>PD 3.5 Describes reasons for safety rules and reminds others to follow them.</p> <p>PD 3.6 Applies general safety rules to a variety of everyday situations with little prompting.</p> <p>PD 3.7 Identifies emergency situations and how to behave accordingly. Describes how to get help.</p>
<p>Fine Arts Standard</p>	
<p>STRAND 1: VISUAL ARTS</p>	
<p>Concept 1: Improvises and Connects with Visual Arts</p> <p>The child uses a wide variety of materials, media, tools and digital tools, techniques, and processes to explore, create, respond to, and connect with visual arts.</p> <p>Children approach art as open-ended play³⁴ and communicate their ideas, experiences, and feelings by generating representations using a multitude of media such as crayons, markers, paints, paper, modeling,</p>	

and construction. Children develop vocabulary to share their opinions about their artistic creations and experiences. Caregivers can support children to reflect upon and describe the characteristics and qualities of their work and the work of others.	
<p>a. Creates their own original works using a variety of materials/media, tools, and techniques (e.g., materials/media, such as, paper, digital drawing application, sand, clay).</p> <p>b. Represents creative choices, ideas, experiences, and feelings with details that connect to personal meaning.</p> <p>c. Engages in two- and three-dimensional artistic investigations.</p> <p>d. Describes and communicates an understanding of their work and the artwork of others.</p>	<p>CA 3 Visual Arts</p> <p>CA 3.3 Explores a variety of artistic tools and media. Uses materials to create shapes and symbols.</p> <p>CA 3.4 Chooses an object or art tool to use with a given medium for a desired effect. Makes choices throughout the artistic process.</p> <p>CA 3.5 Uses artistic tools and media to create intentional designs or images. Plans, designs and seeks materials to make a creation.</p> <p>CA 3.6 Demonstrates a variety of techniques using a given tool or medium. Creates arts to represent an idea or object. Explains how it was made.</p>
Fine Arts	
STRAND 2: MUSIC	
<p>Concept 1: Creates and Connects with Musical Concepts and Expressions</p> <p>The child uses a wide variety of instruments, media, and tools, techniques, and music to explore and connect. Singing, making, and listening to music are fundamental musical activities of young children.</p> <p>These activities help young children explore and demonstrate self-expression, creativity, and appreciation for the arts. Engagement with music encourages mathematical thinking concepts such as patterning and sequencing, physical movement and spatial awareness, and social interaction.</p>	

<ul style="list-style-type: none"> a. Experiments with a variety of instruments, vocalizations, sounds. b. Sings to familiar rhymes, songs, and chants. c. Uses familiar songs, rhymes, or chants to create their own musical improvisations. d. Responds to different styles of music, (e.g., rock, classical, jazz, spirituals, Hawaiian, reggae, Native American, gospel, bluegrass, lullabies, marches, and country music), and music representative of a variety of cultures. e. Describes and communicates an understanding of music in the contexts of daily experiences. 	<p>CA 1 Music</p> <p>CA 1.4 Claps along to simple rhythm patterns. Controls voice to mimic the melodic direction. Uses voice, common objects or instruments to create music. Identifies self as a musician.</p> <p>CA 1.5 Repeats simple rhythm patterns. Hears the change of musical phrases in a song. Sings along to familiar songs. Uses voice or instruments to express feelings or to mimic sound effects.</p> <p>CA 1.6 Creates simple rhythm patterns. Controls pitch when singing a familiar song. Communicates ideas by creating rhythm and/or melody.</p>
<p>Fine Arts</p>	
<p>STRAND 3: CREATIVE MOVEMENT AND DANCE</p>	
<p>Concept 1: Creates and Connects with Creative Movement and Dance</p> <p>The child uses a wide variety of movement, expressions, media and tools, and techniques, to explore and connect with their own bodies within space.</p> <p>“As children explore ways they can move their bodies and make objects move,” they construct knowledge about their capabilities as learners. Movement and dance provides children with a “vehicle and organizing framework to express ideas and feelings as well to develop and enhance locomotor skills”. These activities help young children explore and demonstrate selfexpression, creativity, and appreciation for the arts. Intentional engagement with music between caregivers and children encourages mathematical thinking concepts such as patterning and sequencing, physical movement and spatial awareness, and social interaction.</p>	

<ul style="list-style-type: none"> a. Experiments with a variety of movements. b. Dances and moves to rhymes, songs, and chants. c. Responds with movement to various sensory stimuli. d. Describes and communicates an understanding of movement and dance in the contexts of daily experiences. 	<p>CA 2 Dance & Movement</p> <p>CA 2.3 Follows the movements of others. Explores personal space and direction. Moves in own way to music and rhythm.</p> <p>CA 2.4 Describes and demonstrates multiple ways to move body parts. Moves to the beat. Demonstrates different levels of energy in dance, e.g., gentle versus explosive or small versus large movements.</p> <p>CA 2.5 Follows a leader to perform a simple movement pattern. Demonstrates the difference between spontaneous and planned movement. Creates movements based on own ideas.</p>
Fine Arts	
STRAND 4: DRAMATIC PLAY	
<p>Concept 1: Creates and Connects with Dramatic Activities</p> <p>The child uses the portrayal of events, characters, or stories through acting and using props and language to explore, create, and connect.</p> <p>Children use the richness of their daily activities to create pretend play, assuming different roles and characters. These experiences contribute to children's ability to self-regulate, communicate more effectively, and engage in cooperative activity with peers while practicing roles of others. When caregivers design environments for children to easily access relevant dramatic play tools and props, children can explore and understand the world around them creating a deeper comprehension of the relationships between objects, people, and events.</p>	
<ul style="list-style-type: none"> a. Assumes roles from daily activities using a variety of props. b. Takes on more than one dramatic play role at a time. c. Pretends an object exists without using a prop. d. Dramatizes familiar stories. 	<p>CA 4 Drama</p> <p>CA 4.3 Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.</p>

e. Adds details and expresses original ideas in dramatic play situations

CA 4.4 Plays a role in group dramatic play. Uses an object as a replacement for a realistic prop or real object.

CA 4.5 Assigns roles and plays out unscripted scenes in dramatic play. Uses a combination of real and imaginary props or characters to play out a scene.

Young School-Age


Social & Emotional Development

Skill / Skill Code		Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8
 Physical Development	PD 1 Gross Motor	Sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position.	Walks and climbs. Carries, drags, kicks and tosses objects.	Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body.	Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects.	Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.	Skips confidently, gallops and slides side to side. Changes direction and speed of movement.	Balances on a variety of objects. Kicks or strikes moving objects with aim and accuracy. Leaps. Stops at a boundary.	Uses conditioning methods to strengthen muscles and increase endurance. Coordinates multiple complex movements in continuous play.
	PD 2 Fine Motor	Reaches for objects in sight. Uses arms or legs to make contact with an object.	Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self.	Opens, closes, twists and pulls objects with one or both hands.	Manipulates objects with hands doing different things. Snips with scissors. Begins to string large beads.	Follows a straight line when cutting and drawing. Buttons, zips, buckles and laces.	Follows an outline with scissors. Ties shoes and dresses self.	Threads small beads. Stacks small objects. Uses scissors to cut more challenging materials, e.g., fabric, cardstock.	Beads, grasps and stacks objects of all sizes with speed and accuracy.
	PD 3 Safety	Expresses distress when needs are not met.	Responds to possible dangers in environment and avoids them when prompted.	Follows simple safety rules.	Seeks opportunities to help others. Tries to solve own social problems.	Describes reasons for safety rules and reminds others to follow them.	Applies general safety rules to a variety of everyday situations with little prompting.	Identifies emergency situations and how to behave accordingly. Describes how to get help.	Takes appropriate initiative in dangerous and emergency situations.
	PD 4 Personal Care	Receives appropriate healthcare from caregivers. Responds when physical needs are not met.	Recognizes the difference between dirty and clean. Points to body parts when prompted. Participates in taking care of some personal needs, such as feeding self.	With help, participates in healthy habits and healthcare routines. Names body parts. Describes basic personal needs.	Describes the function of basic body parts. Regulates toileting and handwashing needs. Follows a routine of rest and active play. Meets most personal needs and understands that all people have needs.	Explains how germs spread and describes simple strategies for preventing the spread. Recognizes that all living things have similar basic needs. Distinguishes between needs and wants.	Regulates personal needs for nutrition, activity and rest with few reminders. When feeling sick, describes symptoms. Recognizes the difference between contagious and noncommunicable diseases.	Explains the importance of nutrition, exercise and rest in maintaining wellness. Maintains personal hygiene with few reminders.	Explains how feeling well is related to proper nutrition, exercise and rest. Describes how to deal with health concerns of self and others.
	PD 5 Nutrition	Cries when hungry or tired.	Communicates when hungry, thirsty or tired. Feeds self some finger foods.	Anticipates the need to eat, rest and drink. Feeds self soft foods with spoon or other utensil.	Identifies food and serves a portion into bowl or plate. Feeds self.	Identifies food groups and sorts food. Chooses between two appropriate food options.	Identifies food that is nutritious. Helps to prepare food for others.	Describes what happens after consumption of food.	Describes the functions of basic organs.


Individual children develop at a unique pace.		Infant		Toddler		Preschool / Pre-K		Young School-Age	
Skill / Skill Code		Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8
<div>Language & Literacy Development</div>	LLD 1 Listening	Turns head toward the person speaking and makes gestures and/or vocalizations in response. Responds to conversation in environment and imitates actions.	Shows understanding of a variety of single familiar words. Points at named objects or body parts. With prompts and gestures, follows a one-step direction.	Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions. Follows related two-step directions given verbally.	Shows understanding of some complex vocabulary. Asks what objects are called. Listens to a story or request then responds appropriately. Follows unrelated two-step directions given verbally.	Listens and understands inferred requests. For example, child gathers more playdough in response to a verbal prompt to help build a larger playdough ball. Follows multi-step directions given verbally.	Shows understanding of a series of complex statements that explain how or why. Asks and answers general questions about information or stories shared verbally.	Asks or answers specific questions about key details from information or stories shared verbally. Remembers and follows previous rules or directions shared verbally.	Listens to gather information. Asks questions to clarify or deepen understanding. Recalls key ideas shared verbally. Responds to verbal statements that have implied directions or requests.
	LLD 2 Communication	Mimics single sounds. Uses vocalizations and gestures to communicate.	Says one- to two-word sentences. Repeats words heard frequently in environment. Uses a few words and word-like sounds to communicate.	Says two- to four-word sentences and repeats short phrases. Identifies familiar people, places and objects. Asks what a specific person or object is called. Communicates needs, desires and ideas.	Speaks in sentences but does not follow grammatical rules. Describes familiar people, places and objects.. Asks simple questions and stays on topic for two to three exchanges.	Speaks in simple complete sentences. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges.	Speaks audibly. Uses plural nouns and common prepositions. Uses new or technical words learned in conversations or through reading. Compares words and their meanings. Explains personal thoughts.	Communicates by using simple and compound sentences. Uses verb tenses. Identifies words with similar meaning. Stays on topic while talking and sharing ideas and feelings.	Communicates using conjugated verbs. Uses expression and tone to communicate meaning. Explains the difference between two closely related words.
	LLD 3 Phonological Awareness	Babbles and vocalizes using sound, volume and inflection.	Imitates sounds and tones.	Shows awareness of separate words in spoken language.	Identifies words that have a similar beginning sound.	Identifies the beginning and ending sounds of words.	Counts syllables in spoken words. Isolates and pronounces the sound of each syllable.	Identifies and isolates individual sounds heard in one-syllable words.	Manipulates, substitutes and deletes sounds in words.
	LLD 4 Alphabetic Knowledge	Looks for familiar people and objects when given their names. Babbles or repeats sounds.	Identifies a familiar object or person when shown a drawing or photo. Points at words printed on a page and pretends to read aloud.	Recognizes the difference between pictures, letters and numbers in print. Recognizes the sound of the first letter in his/her name.	Recognizes some common words in print; such as his/her name, mom, dad. Identifies six to seven letters and their sounds.	Names all upper- and lowercase letters when presented in random order and identifies at least 15 letter sounds. When shown a two- or three-letter word, can find it in print.	Reads high-frequency sight words. Identifies all letters and their sounds. Begins to sound out the letters in two- to four-letter words.	Reads and decodes root words with inflectional endings, e.g., -ed, -ing, -s. Recognizes letter patterns, word families, long and short vowel sounds, whole word chunks, digraphs and blends.	Decodes words with common prefixes and suffixes. Uses context or rereads to determine the meaning of unknown words.
	LLD 5 Concepts of Print	Looks at or points to pictures. Opens and closes books.	Recognizes if pictures are right-side up. Turns pages from front to back of book.	Identifies the front/back and top/bottom of a book. Indicates where to start reading on each page.	Identifies letters, words, spaces and some punctuation. Follows the direction of text.	Touches a written word on the page for each spoken word (but not necessarily the correct word). Tracks print from the end of one line to the beginning of the next line.	Recognizes common types of text, e.g., poem, storybook, fact book. Names author and illustrator. Identifies punctuation.	Explains the difference between books that tell stories and those that give information.	Describes the overall structure of a story, including the introduction, problem and conclusion.
	LLD 6 Reading Comprehension	Interacts by reaching for or patting when a book is read. Holds book and looks intently at each page.	Points to pictures and repeats words from familiar stories. Answers “where” questions by pointing.	Talks about pictures and ideas in familiar stories. Answers “what” questions about stories and books. Recalls the name of the main character.	Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story. Participates with others in the retelling of a story by pointing at pictures or role-playing with props.	Relates to the characters or events of the story and shares a similar experience or object from own life. Retells portions of a story. Asks and answers simple questions about characters, setting and events.	With support, compares similarities between two texts. With prompting, answers questions about characters and setting. Retells major events of a story in sequence.	Makes many text-to-text, self, and real-world connections. Compares similarities and differences between texts. Retells stories with key details. Discusses setting, characters and events.	Evaluates texts based on content, personal experiences and knowledge of the world. Compares the main points of two texts. Summarizes texts and their messages. Describes the points of view of various characters.
	LLD 7 Writing	Explores writing materials.	Makes random marks with writing tools. Make handprints or fingerprints.	Holds drawing/writing tools with whole hand and may use whole arm to make intentional marks. Scribbles or draws marks as a representation of an object or person.	Uses fingers to grasp and manipulate drawing/writing tools with increasing control. Draws lines, circles or shapes and explains who or what they represent.	Uses a mature tripod grip with drawing/writing tools. Uses a combination of drawing, dictating and writing to express and record an event or idea.	Consistently uses mature tripod grip with drawing/writing tools. Uses inventive spelling to write words that are connected to a given topic or opinion. Draws pictures to support writing.	Legibly prints letters, numbers and symbols. Writes a string of simple sentences to tell a story or share information. Provides a concluding statement.	Uses appropriate spacing between letters and words. Controls the size and placement of letters, numbers or details in drawings. Writes ideas or groups information in logical order. Uses descriptive words in writing.

Mathematics & Reasoning

MR 1 Number Sense	Hears numbers in everyday context. Hears rote counting. Looks for an object that is taken out of sight.	Recognizes the numeral one and sees other numerals around the room. Repeats number words when heard. Demonstrates an understanding of one, two and more.	Recognizes numerals to three. Points to one object at a time while counting (not always in correct order). Creates groups of objects. Adds to and removes from group as prompted.	Identifies numerals to five. Counts up to ten objects. Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.	Identifies numerals to 10. Solves addition and subtraction problems within ten. Counts up to 20 objects.	Identifies and writes numerals to 20. Counts to 100 by ones and tens. Counts forward from a given number. Decomposes numbers less than or equal to 10 in more than one way, e.g., $7 = 3 + 4$ just as $7 = 2 + 5$.	Identifies and counts in sequence to 120 from a given number. Uses manipulatives to group and count units. Determines if a given addition or subtraction equation is true or false.	Compares and orders numerals to 1000. Identifies if a number is even or odd. Counts by fives, tens and hundreds to 1000. Adds and subtracts within 20. Solves addition or subtraction word problems.
MR 2 Spatial Awareness	Plays with objects and toys that are a variety of shapes. Participates as caregiver raises arms or legs and says up/down. Tries to put one object inside another.	Purposely turns or spins objects. Follows simple positional directions such as on/off, over/under and up/down. Fills container then dumps out the contents.	Recognizes objects that are upside down and turns them right-side up. Finds or places objects next to, between, in front of or behind self. Puts together three pieces to create a whole object.	Matches two objects even if turned different ways. When prompted, places objects next to, between, in front of or behind objects not related to self. Uses a guide to assemble 12 puzzle pieces.	Identifies and corrects the orientation of familiar objects and symbols. Explains the location of an object in relation to another object. Assembles a puzzle without using a guide.	Identifies 2D and 3D shapes regardless of orientation. Makes simple maps or models to represent the location of objects. Creates complex shapes by putting together or taking apart other shapes.	Matches 2D to 3D shapes. Recognizes symmetry. Gives and follows positional instructions to find objects. Builds complex shapes from simpler shapes. Splits shapes into four equal parts.	Determines when shapes have been rotated or flipped. Uses representations, coordinate systems and maps. Separates a shape into halves, thirds and fourths.
MR 3 Shapes	Manipulates objects that are a variety of shapes.	Matches two identical shapes.	Identifies a few basic shapes.	Identifies four to six basic geometric shapes.	Describes basic and complex two- and three-dimensional shapes using own words.	Describes objects in the environment as two- and three-dimensional shapes.	Describes and draws defining features of shapes.	Identifies and draws complex shapes.
MR 4 Measurement	Recognizes when to use whole hand or just two fingers to pick up an object.	Explores size and weight of objects in relation to self.	Determines which object is bigger (heavier, longer) when given two objects.	Uses nonstandard measurement tools to estimate approximate size or volume. Verifies estimation with help.	Estimates (not always logically) size and volume. Measures and describes findings.	Makes logical estimates and uses measurement tools to check estimation.	Explains which measurement tool makes the best sense for the object being measured. Tells time in hours and half-hours.	Tells time. Estimates length in inches, feet, centimeters or meters. Measures an object using a variety of measurement standards.
MR 5 Patterns	Plays predictable activities with caregivers such as pat-a-cake and peekaboo.	Attempts to mimic vocal and physical patterns.	Copies patterns with two steps, such as red-blue, red-blue.	Creates and extends two-step patterns.	Creates and extends three- and four-step patterns and plays complex memory games.	Determines the missing piece of a pattern within a set sequence. Recognizes simple patterns in the environment.	Creates or extends increasing or decreasing patterns.	Develops and explains his/her own formula for creating a variety of patterns.
MR 6 Classification	Recognizes familiar people and objects. Recognizes self as being separate from others.	When shown one object, finds the match. Identifies and names familiar people, characters and animals.	Sort objects by one feature, such as size or color. Groups objects by common characteristics.	After sorting objects by one feature, sorts again by a different feature.	Sorts objects by more than one feature and explains why.	Identifies, sorts and classifies objects by at least two features.	Answers questions about data or objects sorted in up to three categories.	Uses graphs and charts to represent data sorted in up to four categories.
MR 7 Logic & Reasoning	Reacts to a problem and seeks a desired outcome.	Experiments with cause and effect.	Recognizes a problem and asks for help.	Tries out many possible solutions to a problem.	Uses previous knowledge to determine which solution to try first when solving a problem.	Mentally eliminates possible solutions to a problem by thinking through their potential results.	Explains the sequence of his or her problem-solving strategy.	Solves hypothetical problems by connecting personal experiences to possible solutions.

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 Science	SCI 1 Investigation & Inquiry	Looks for a person or toy that has moved out of sight. Reacts to changes.	Asks one- to two-word questions. Uses senses to explore environment.	Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.	Observes and describes changes that occur to familiar objects and people. When given a question, guesses a possible answer or outcome. Uses past knowledge to explain observed changes.	Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.	Predicts multiple outcomes to a question or situation and explains personal reasoning. Gathers information or experiments to prove/disprove a hypothesis.	Inquires about a phenomenon, makes a prediction based on prior knowledge and gathered information. Records findings in charts or diagrams. Explains his/her problem-solving strategy.	Asks questions and makes hypotheses about scientific phenomena or hypothetical problems. Conducts an experiment multiple times, records observations and evaluates information to explain a phenomenon.
	SCI 2 Natural & Earth Science	Explores immediate environment using senses. Reacts to weather changes in immediate environment.	Plays with rocks, sand, dirt or water. Reacts to animals or insects in immediate environment. Understands hot and cold. Points at clouds and explores the feel of rain and wind.	Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics. Notices changes in temperature or weather.	Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move. Identifies the climate and weather in the immediate environment.	Recognizes that all living things have similar basic needs. Sorts organisms as living or nonliving and explains why. Identifies current season and explains how weather affects personal life.	Describes how living things obtain what they need to survive. Groups living things by similar features. Explains that different places have disparate kinds of weather and climates.	Describes how an organism's features and surroundings help it survive. Explains weather patterns and the basic properties and role of the sun, moon and earth.	Describes threats that living things must overcome to survive. Explains the relationships between a variety of species. Describes how the sun and movements of the earth affect climate.
	SCI 3 Physical Science	Uses senses to explore objects in immediate environment. Kicks feet or shakes arms to make other objects move.	Reacts to changes in texture, smell, sound or sight. Uses body to push or pull toys.	Explores motion by moving, rolling, blowing on or dropping a toy.	Explains how common vehicles, animals and people move. Sorts objects by type of movement. Describes basic physical properties of objects and materials in immediate environment.	Experiments with and explains invisible forces, e.g., ramps, magnets. Manipulates matter and observes any physical changes that may occur.	Experiments and compares the movements of various objects on a variety of surfaces. Classifies and sorts materials by a variety of physical properties.	Recognizes that gravity makes unsupported objects fall. Identifies objects that are attracted to magnets. Identifies materials that are solid, liquid and gas.	Recognizes that materials move differently on different surfaces. Explains how force is used to change the direction of moving objects.

 Social Studies	SS 1 Culture & Community	Recognizes family members and is exposed to family traditions or cultural events.	With help, participates in family traditions and customs.	Recognizes familiar symbols or artifacts of family traditions or customs. Identifies differences between self and others.	Describes the routines, familiar stories, traditions, foods and celebrations of own family and community. Describes family and community members, their roles and their relationship to self.	Explains the meaning and importance of own traditions and customs. Begins to learn about other cultures. Identifies roles and responsibilities of self and others to contribute to the community.	Explains the meaning and importance of traditions and customs of other people. Explains how individuals, families and cultures differ. Compares roles, rules and responsibilities of different groups.	Compares diverse cultures and traditions. Understands that some people have different needs or beliefs.	Names influential people and events that have impacted familiar cultures and traditions. Demonstrates respect for people who may look or act differently.
	SS 2 Civics & Economics	Attends to others in immediate environment. Grasps and releases objects.	Participates in communal activities. Expresses a desire for an object or action. Says me, mine.	Recognizes and attends to authority figures. Recognizes ownership of familiar objects.	Follows familiar rules and helps make group decisions. Asks before taking an object that does not belong to self. Offers a toy or object to another person.	Applies familiar rules and suggests new rules in a variety of situations. Explores the use of trade to receive objects or services.	Discusses the purposes of rules, laws and civic leaders. Participates in voting to make decisions. Exchanges money, goods or services for other goods or services.	Identifies individual rights. Determines if rules support the common good. Describes ways one might use money, goods or services.	Describes different levels of government, e.g., local, state, national. Makes democratic decisions. Explains how and why people work together in trade to get what they need and want.
	SS 3 Geography	Responds to changes in the immediate environment. Navigates within a familiar environment.	Recognizes familiar places. Finds ways to move around obstacles in a familiar environment.	Identifies a variety of familiar places, such as the store, car, home or Grandma's. Follows a path.	Identifies different types of water bodies, streets, buildings and landmarks in own community. Recognizes symbols and landmarks.	Explains the purpose for different types of structures, such as bridges and buildings. Asks questions about landmarks. Identifies what is represented on a map. Draws pictures of current location.	Compares the geographic features of own community to another community. Recreates a map of something s/he cannot immediately see.	Identifies and describes various types of landforms and natural resources. Locates familiar places on maps. Uses cardinal directions to follow and give directions.	Explains how the physical features and characteristics of an environment affect how people live. Uses a variety of maps to gather information.
	SS 4 History & Sense of Time	Focuses on interactions with others for a short time.	Observes events and begins to participate.	Describes events as they happen. Uses words such as first, then.	Recalls information and events from the past.	Uses language of time to describe familiar sequences of events.	Retells historical, fictional or past events or stories.	Compares and contrasts current and historical conditions of familiar environments.	Describes relationships between past events and current conditions. Explains why it is important to understand historical events.

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 Creative Arts	CA 1 Music	Responds to sounds. Makes sounds to communicate feelings.	Responds to changes in sound, rhythm, volume or melody. Repeats words in familiar songs and attempts to sing.	Claps to beat (not always consistently). Understands difference of singing and speaking voices. Expresses likes and dislikes of familiar songs. Explores shaking, pounding and tapping various instruments.	Claps along to simple rhythm patterns. Controls voice to mimic the melodic direction. Uses voice, common objects or instruments to create music. Identifies self as a musician.	Repeats simple rhythm patterns. Hears the change of musical phrases in a song. Sings along to familiar songs. Uses voice or instruments to express feelings or to mimic sound effects.	Creates simple rhythm patterns. Controls pitch when singing a familiar song. Communicates ideas by creating rhythm and/or melody.	Maintains a steady beat. Recognizes strong/weak beats. Begins to read rhythm notation. Matches vocal pitch in limited range. Interprets and compares many types of music.	Maintains rhythm in various meter groupings. Participates in call-and-response and two-part rounds. Experiments and performs self-written music or rhythmic patterns.
	CA 2 Dance & Movement	Moves body in a variety of ways. Uses body language to express feelings.	Moves body purposely. Sways or bounces to music. Uses purposeful gestures and body language to communicate.	Follows the movements of others. Explores personal space and direction. Moves in own way to music and rhythm.	Describes and demonstrates multiple ways to move body parts. Moves to the beat. Demonstrates different levels of energy in dance, e.g., gentle versus explosive or small versus large movements.	Follows a leader to perform a simple movement pattern. Demonstrates the difference between spontaneous and planned movement. Creates movements based on own ideas.	Recalls a simple movement pattern and performs it individually or in a group. Expresses ideas, feelings and stories through creative movement.	Recalls and dances a sequence of two or three movement patterns. Identifies the beginning, middle and end of a dance.	Creates simple movement sequences. Describes how dances and movements express certain ideas or feelings.
	CA 3 Visual Arts	Explores materials using gross motor movements and senses. Expresses emotions while exploring materials.	Uses hands and feet to explore a variety of media. Scribbles, colors or paints intentionally on paper.	Explores a variety of artistic tools and media. Uses materials to create shapes and symbols.	Chooses an object or art tool to use with a given medium for a desired effect. Makes choices throughout the artistic process.	Uses artistic tools and media to create intentional designs or images. Plans, designs and seeks materials to make a creation.	Demonstrates a variety of techniques using a given tool or medium. Creates arts to represent an idea or object. Explains how it was made.	Uses various tools and techniques to achieve desired artistic results. Creates art to express ideas, thoughts and feelings.	Compares artistic techniques and creations of many artists. Creates art and explains why and how s/he chose specific materials and techniques.
	CA 4 Drama	Imitates simple movements and facial expressions. Responds to props or puppets.	Mimics observed behaviors and words. Mimics the use of familiar objects.	Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.	Plays a role in group dramatic play. Uses an object as a replacement for a realistic prop or real object.	Assigns roles and plays out unscripted scenes in dramatic play. Uses a combination of real and imaginary props or characters to play out a scene.	With cues, performs a simple preplanned drama. Creates a setting, characters and events to tell a story.	Plans a story and seeks out props to enhance a role or highlight details. Integrates emotion into performance.	Rehearses, memorizes and performs a short play. Plans a story and creates costumes, settings or props to create a mood or environment.