

*Alignment
of the*

Experience Early Learning Skills

with

Indiana Early Learning Development Framework (0-5 Yrs.)





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 **Indiana Early Learning Development Framework (0-5 Yrs.)** with the Developmental Continuum of the Experience Early Learning Skills. For questions or comments about this alignment, contact info@experienceearlylearning.com.



[Indiana Early Learning Developmental Framework](#)

Indiana Early Learning Development Framework (0-5 Yrs.)

Developmental Continuum of the Experience Early Learning Skills

ENGLISH/LANGUAGE ARTS	
ELA Foundation 1: Communication Process Early learners develop foundational skills to communicate effectively for a variety of purposes.	
ELA 1.1 Demonstrate receptive communication.	
Infant: -Respond to words or gestures -Recognize familiar objects, people, and voices -Orient to sounds in the environment	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.
Young Toddler: -Respond to simple statements, requests, and/or gestures	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.
Older Toddler: -Respond to simple sentences, phrases, gestures and/or actions -Follow simple one-step directions	LLD 1 Listening 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.
Young Preschooler: -Respond to complex gestures and/or actions to communicate (such as comforting others who are crying) -Listen to and follow multi-step directions with adult support	LLD 1 Listening 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.

Older Preschooler: -Respond to complex gestures and/or actions to communicate (such as comforting others who are crying) -Listen to and follow multi-step directions	LLD 1 Listening 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.
Kindergarten: -K.W.5: With support, build understanding of a topic using various sources. Identify relevant pictures, charts, grade appropriate texts, personal experiences, or people as sources of information on a topic. -K.RV.1: Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.	LLD 2 Communication 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.
ELA Foundation 1: Communication Process	
ELA 1.2 Demonstrate expressive communication.	
Infant: -Use facial expressions to communicate -Use simple vocalizations to communicate -Express sounds and patterns of home language	LLD 2 Communication LLD 2.1 Mimics single sounds. Uses vocalizations and gestures to communicate.
Younger Toddler: -Demonstrate continual growth in increasingly varied and complex vocabulary -Use gestures to clarify communication -Use single words or simple phrases	LLD 2 Communication LLD 2.2 Says one- to two-word sentences. Repeat words heard frequently in the environment. Uses a few words and word-like sounds to communicate.
Older Toddler: -Demonstrate continual growth in increasingly varied and complex vocabulary -Use gestures and actions to communicate	LLD 2 Communication LLD 2.3 Says two- to four-word sentences and repeats short phrases. Identifies familiar people, places and objects. Ask what a specific person or object is called. Communicates needs,

<ul style="list-style-type: none"> -Use simple phrases or simple sentences -Talk about past, present, and future events 	<p>desires and ideas.</p> <p>SS 4 History & Sense of Time SS4.3 Describes events as they haPDen. Uses words such as first, then.</p>
<p>Younger Preschooler:</p> <ul style="list-style-type: none"> -Demonstrate continual growth in increasingly varied and complex vocabulary -Use complex gestures and actions to communicate -Use expanded sentences -Describe activities and experiences with detail 	<p>LLD 2 Communication 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>Older Preschooler:</p> <ul style="list-style-type: none"> -Demonstrate continual growth in increasingly varied and complex vocabulary -Use complex gestures and actions to communicate -Use complex sentences -Describe activities, experiences, and stories with expanded detail -Change word tense to indicate time 	<p>LLD 2 Communication 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>SS 4 History & Sense of Time SS 4.5 Uses language of time to describe familiar sequences of events.</p>
<p>Kindergarten:</p> <ul style="list-style-type: none"> -K.SL.2.4: Ask questions to seek help, get information, or clarify something that is not understood. -K.RV.1: Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary 	<p>LLD 2 Communication 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. 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>
ELA Foundation 1: Communication Process	

ELA 1.3 Demonstrate ability to engage in conversations.	
Infant: -Jointly attend to an object, event, or person	LLD 1 Listening LLD 1.1 Turns head toward the person speaking and makes gestures and/or vocalizations in response. Responds to conversation in the environment and imitates actions.
Young Toddler: -Demonstrate intent of communicating with others	LLD 1 Listening LLD 1.3 Says one- to two-word sentences. Repeat words heard frequently in the environment. Uses a few words and word-like sounds to communicate.
Older Toddler: -Take turns in a conversation -Respond to a request for clarification	LLD 2 Communication 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.
Young Preschooler: -Answer questions posed by adults or peers -Ask questions for understanding and clarity -Make on topic comments -Stay on topic in two way conversation with others	LLD 1 Listening 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. LLD 2 Communication 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.
Older Preschooler: -Answer questions posed by adults or peers -Ask questions for understanding and clarity -Make on topic comments -Stay on topic in two way conversation that involves multiple turns	LLD 1 Listening LLD 1.5 Listens and understands inferred requests. For example, a child gathers more playdough in response to a verbal prompt to help build a larger playdough ball. Follows multi-step directions given verbally.

<p>-Communicate actively in group activities</p>	<p>LLD 2 Communication 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>Kindergarten: -K.SL.1: Listen actively and communicate effectively with a variety of audiences and for different purposes. -K.SL.2.1: Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. -K.SL.3.2: Ask appropriate questions about what a speaker says. -K.SL.2.5: Continue a conversation through multiple exchanges. -K.SL.2.3: Listen to others, take turns speaking, and add one's own ideas to small group discussions or tasks.</p>	<p>LLD 1 Listening LLD 1.5 Listens and understands inferred requests. For example, a child gathers more playdough in response to a verbal prompt to help build a larger playdough ball. Follows multi-step directions given verbally. 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 2.5 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. 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>ELA Foundation 2: Early Reading Early learners develop foundational skills in understanding alphabet awareness, phonological awareness, concepts of print, and comprehension.</p>	
<p>ELA2.1: Demonstrate awareness of the alphabet</p>	

Infant: -	
Young Toddler: -Distinguish words from pictures	LLD 5 Concepts of Print LLD 5.1 Looks at or points to pictures. Opens and closes books.
Older Toddler: -Recognize and identify some frequently occurring letters in context -Recognize symbols have meaning	LLD 4 Alphabetic Knowledge LLD 4.3 Recognizes the difference between pictures, letters and numbers in print. Recognizes the sound of the first letter in his/her name.
Young Preschooler: -Recognize and identify some uppercase and a few lowercase letters	LLD 4 Alphabetic Knowledge LLD 4.4 Recognizes some common words in print, such as his/her name, mom, dad. Identifies six to seven letters and their sounds
Older Preschooler: -Recognize and identify most uppercase and some lowercase letters -Recognize own name in print	LLD 4 Alphabetic Knowledge LLD 4.4 Recognizes some common words in print, such as his/her name, mom, dad. Identifies six to seven letters and their sounds LLD 4.5 Names all uPDer- 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.
Kindergarten: -K.RF.2.4: Identify and name all uppercase (capital) and lowercase letters of the alphabet.	LLD 4 Alphabetic Knowledge LLD 4.5 Names all uPDer- 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.
ELA Foundation 2: Early Reading	
ELA2.2: Demonstrate phonological awareness	

<p>Infant:</p> <ul style="list-style-type: none"> -Orient to sounds in the environment -Discriminate sounds in the environment 	<p>LLD 1 Listening LLD 1.1 Turns head toward the person speaking and makes gestures and/or vocalizations in response. Responds to conversation in the environment and imitates actions.</p> <p>LLD 3 Phonological Awareness LLD 3.1 Babbles and vocalizes using sound, volume and inflection.</p>
<p>Young Toddler:</p> <ul style="list-style-type: none"> -Begin to engage in word and sound play with adults -Distinguish between words that contain similar-sounding phonemes (pig-jig, cat-mat) 	<p>LLD 3 Phonological Awareness LLD 3.2 Imitates sounds and tones. LLD 3.4 Shows awareness of separate words in spoken language.</p>
<p>Older Toddler:</p> <ul style="list-style-type: none"> -Begin to engage in word and sound play with adults -Distinguish between words that contain similar-sounding phonemes (pig-jig, cat-mat) 	<p>LLD 3 Phonological Awareness LLD 3.2 Imitates sounds and tones. LLD 3.4 Shows awareness of separate words in spoken language.</p>
<p>Young Preschooler:</p> <ul style="list-style-type: none"> -Demonstrate basic knowledge of letter-sound correspondence -Engage in rhyming games and songs; can complete a familiar rhyme -Identify rhyming words in spoken language -Orally blend and segment familiar compound words, with modeling and support -Demonstrate awareness of sounds as separate units 	<p>LLD 3 Phonological Awareness LLD 3.4 Identifies words that have a similar beginning sound. LLD 3.5 Identifies the beginning and ending sounds of words.</p> <p>LLD 4 Alphabetical Knowledge 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>Older Preschooler:</p> <ul style="list-style-type: none"> -Demonstrate basic knowledge of letter-sound correspondence -Engage in rhyming games and songs; can complete a familiar rhyme -Make rhymes to simple words -Identify, blend, and segment syllables in spoken words with modeling and support -Isolate the initial sound in some words 	<p>LLD 3 Phonological Awareness LLD 3.4 Identifies words that have a similar beginning sound. LLD 3.5 Identifies the beginning and ending sounds of words.</p> <p>LLD 4 Alphabetical Knowledge LLD 4.5 Names all uppercase 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>Kindergarten:</p> <ul style="list-style-type: none"> -K.RF.3.1: Identify and produce rhyming words. -K.RF.3.2: Orally pronounce, blend, and segment words into syllables. -K.RF.3.3: Orally blend the onset (the initial sound) and the rime (the vowel and ending sound) in words. -K.RF.4.5: Identify similarities and differences in words (e.g., word endings, onset and rime) when spoken or written. 	<p>LLD 3 Phonological Awareness LLD 3.6 Counts syllables in spoken words. Isolates and pronounces the sound of each syllable.</p> <p>LLD 4 Alphabetical Knowledge LLD 4.6 Reads high-frequency sight words. Identifies all letters and their sounds. Begins to sound out the letters in two- to four-letter words.</p>
<p>ELA Foundation 2: Early Reading</p>	
<p>ELA2.3: Demonstrate awareness and understanding of concepts of print</p>	
<p>Infant:</p> <ul style="list-style-type: none"> -Look at books -Respond to songs -Listen to repetition of familiar words, songs, signs, rhymes, and stories 	<p>LLD 5 Concepts of Print LLD 5.1 Looks at or points to pictures. Opens and closes books.</p> <p>LLD 6 Reading Comprehension LLD 6.1 Interacts by reaching for or patting when a book is read. Holds a book and looks intently at each page.</p> <p>LLD 1 Listening</p>

	LLD 1.1 Turns head toward the person speaking and makes gestures and/or vocalizations in response. Responds to conversation in the environment and imitates actions.
Young Toddler: -Bring a book to adult to read -Look at a book independently -Pretend to read familiar books -Attend to pictures and text for several minutes	LLD 5 Concepts of Print LLD 5.2 Recognizes if pictures are right-side up. Turn pages from front to back of the book. LLD 6 Reading Comprehension LLD 6.2 Points to pictures and repeats words from familiar stories. Answers “where” questions by pointing.
Older Toddler: -Recognize familiar books by cover -Recite parts of well-known stories, rhymes, and songs -Hold books with two hands and turns pages	LLD 5 Concepts of Print LLD 5.3 Identifies the front/back and top/bottom of a book. Indicates where to start reading on each page 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.
Young Preschooler: -Begin to understand that books are comprised of written words -Respond to and interact with read alouds of literary and informational text -Hold books right side up and turn pages left to right	LLD 5 Concepts of Print LLD 5.4 Identifies letters, words, spaces and some punctuation. Follows the direction of text. LLD 6 Reading Comprehension 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.
Older Preschooler: -Know features of books such as title, author, and illustrator -Understand that print carries meaning	LLD 5 Concepts of Print 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.

-Track words in a book from left to right, top to bottom, and page to page with adult support	LLD 5.6 Recognizes common types of text, e.g., poem, storybook, fact book. Names author and illustrator. Identifies punctuation.
Kindergarten: -K.RF.2.2: Recognize that written words are made up of sequences of letters. -K.RF.5: Read emergent reader texts, maintaining an appropriate pace and using self-correcting strategies while reading. -K.RF.2.1: Demonstrate understanding that print moves from left to right across the page and from top to bottom.	LLD 5 Concepts of Print 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. LLD 6 Reading Comprehension 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.
ELA Foundation 2: Early Reading	
ELA2.4: Demonstrate comprehension	
Infant: -Demonstrate interest in hearing a familiar story or book -Attend to caregiver's voice while being held and/or read to	LLD 6 Reading Comprehension LLD 6.1 Interacts by reaching for or patting when a book is read. Holds a book and looks intently at each page. LLD 1 Listening LLD 1.1 Turns head toward the person speaking and makes gestures and/or vocalizations in response. Responds to conversation in the environment and imitates actions.
Young Toddler: -Show preference for familiar stories -With adult support, respond to simple questions about a story	LLD 6 Reading Comprehension LLD 6.2 Points to pictures and repeats words from familiar stories. Answers "where" questions by pointing.
Older Toddler: -Show preference for familiar stories and report phrases of the story	LLD 6 Reading Comprehension

<ul style="list-style-type: none"> -Answer simple questions about a story -Tell a story from pictures in the book 	<p>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.</p>
<p>Young Preschooler:</p> <ul style="list-style-type: none"> -Respond and interact with stories (fictional and nonfictional) -Answer questions about a story -With adult support, retell familiar stories 	<p>LLD 6 Reading Comprehension</p> <p>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.</p> <p>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.</p>
<p>Older Preschooler:</p> <ul style="list-style-type: none"> -Respond and interact with stories (fictional and nonfictional) -Answer questions about a story -Retell familiar stories 	<p>LLD 6 Reading Comprehension</p> <p>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.</p> <p>LLD 6.5 Relates to the characters or events of the story and shares a similar experience or object from one's own life. Retells portions of a story. Asks and answers simple questions about characters, setting and events.</p>
<p>Kindergarten:</p> <ul style="list-style-type: none"> -K.RL.1: Actively engage in group reading activities with purpose and understanding. -K.RL.2.1: With support, ask and answer questions about main topics, and key details in a text heard or read. -K.RL.2.2: With support retell familiar stories, poems, and nursery rhymes, including key details. 	<p>LLD 5 Concepts of Print</p> <p>LLD 5.6 Recognizes common types of text, e.g., poem, storybook, fact book. Names author and illustrator. Identifies punctuation.</p> <p>LLD 6 Reading Comprehension</p> <p>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.</p>

Foundation 3: Early Writing Early learners develop foundational skills in mechanics of writing, ability to tell a story, and write for a variety of purposes.	
ELA3.1: Demonstrate mechanics of writing	
Infant: -Use objects such as a crayon to make marks	LLD 7 Writing LLD 7.1 Explores writing materials.
Young Toddler: -Explore drawing, painting, and writing as a way of communicating -Imitate drawing marks or scribbling	LLD 7 Writing LLD 7.2 Makes random marks with writing tools. Make handprints or fingerprints. LLD 7.3 Holds drawing/writing tools with the whole hand and may use the whole arm to make intentional marks. Scribbles or draws marks as a representation of an object or person.
Older Toddler: -Explore drawing, painting, and writing as a way of communicating -Make scribbles or shapes to convey meaning -Imitate simple lines and shapes -Experiment with a variety of writing tools, materials, and surfaces	LLD 7 Writing LLD 7.3 Holds drawing/writing tools with the whole hand and may use the whole arm to make intentional marks. Scribbles or draws marks as a representation of an object or person. 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.
Young Preschooler: -Recognize that drawings, paintings, and writings are meaningful representations -Copy simple lines and shapes -Create a simple picture -Use writing tools with adult support	LLD 7 Writing 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. 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.

Older Preschooler: -Create letter like shapes, symbols, letters, and words with modeling and support -Copy more complex lines, shapes, and some letters -Use writing tools	LLD 7 Writing 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.
Kindergarten: -K.W.2.1: Write most uppercase and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words. -K.W.2.2: Write by moving from left to right and top to bottom. -K.W.3.3: Use words and pictures to narrate a single event or simple story, arranging ideas in order. -K.W.4: With support, apply the writing process to revise writing by adding simple details; review (edit) writing for format and conventions.	LLD 7 Writing LLD 7.6 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. LLD 7.7 Legibly prints letters, numbers and symbols. Writes a string of simple sentences to tell a story or share information. Provides a concluding statement. LLD 7.8 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.
Foundation 3: Early Writing	
ELA3.2: Demonstrate ability to communicate a story	
Infant: <i>See expressive communication skills</i>	
Young Toddler: <i>See expressive communication skills</i>	
Older Toddler: -Draw pictures and scribble to generate and express ideas -Dictate a story for an adult to write	LLD 7 Writing LLD 7.3 Holds drawing/writing tools with the whole hand and may use the whole arm to make intentional marks. Scribbles or draws marks as a representation of an object or person.

	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.
Young Preschooler: -Create writing with the intent of communicating -Dictate a story for an adult to write -Use pictures, letters, and symbols to communicate a story	LLD 7 Writing 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. 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.
Older Preschooler: -Create writing with the intent of communicating -Dictate a story that demonstrates simple details and narrative structure -Use letters, symbols, and words to share an idea with someone -Use writing to label drawings	LLD 7 Writing 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.
Kindergarten: -K.W.1: Write for specific purposes and audiences. -K.W.3.3: Use words and pictures to narrate a single event or simple story, arranging ideas in order. -K.W.4: With support, apply the writing process to revise writing by adding simple details; review (edit) writing for format and conventions.	LLD 7 Writing LLD 7.6 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. LLD 7.7 Legibly prints letters, numbers and symbols. Writes a string of simple sentences to tell a story or share information. Provides a concluding statement.
MATHEMATICS	

Foundation 1: Numeracy Early learners develop foundational skills in learning to understand counting, cardinality, written numerals, quantity, and comparison.	
M1.1: Demonstrate strong sense of counting	
Infant: -Repeat a movement like a clap	LLD 1 Listening LLD 1.1 Turns head toward the person speaking and makes gestures and/or vocalizations in response. Responds to conversation in the environment and imitates actions. 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
Young Toddler: -Imitate verbal counting sequence not necessarily in order -Line up or organize objects	MR 1 Number Sense 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.
Older Toddler: -Count the number sequence 1-5 -Begin to apply verbal counting sequence to objects in order to develop one-to one correspondence	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.
Young Preschooler: -Count the number sequence 1-15 -Count backward from 5 with adult support -Recognize that the count remains the same regardless of the order or arrangement of the objects -Apply one-to-one correspondence with objects and people	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. MR 1.5 Identifies numerals to 10. Solves addition and subtraction problems within ten. Counts up to 20 objects.

<ul style="list-style-type: none"> -Draw pictures, symbols, or use manipulatives to represent a spoken number 0-5 -Identify, without counting, small quantities of items (1- 3) presented in an irregular or unfamiliar pattern (subitize) 	<p>MR 2 Spatial Awareness 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>
<p>Older Preschooler:</p> <ul style="list-style-type: none"> -Count the number sequence 1-20 -Count backward from 10 -Recognize the last number name said tells the number of objects counted -Draw pictures, symbols, or use manipulatives to represent spoken number 0-10 -Identify, without counting, small quantities of items (1- 4) presented in an irregular or unfamiliar pattern (subitize) 	<p>MR 1 Number Sense MR 1.5 Identifies numerals to 10. Solves addition and subtraction problems within ten. Counts up to 20 objects.</p> <p>MR 2 Spatial Awareness 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> <p>LLD 7 Writing 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>
<p>Kindergarten:</p> <ul style="list-style-type: none"> -K. NS.1: Count to at least 100 by ones and tens and count one by one from any number. -K.NS.4: Say the number names in standard order when counting objects, pairing each object with one and only one number name and each number name with one and only one object. Understand that the last number name said describes the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted. -K.NS.6: Recognize sets of 1 to 10 objects in a pattern arrangement and tell how many without counting. 	<p>MR 1 Number Sense 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> <p>MR 5 Patterns MR 5.6 Determines the missing piece of a pattern within a set sequence. Recognizes simple patterns in the environment.</p>
<p>Foundation 1: Numeracy</p>	

M1.2: Demonstrate understanding of written numerals	
Infant: -	
Young Toddler: -Identify numerals as different from letters or other symbols	MR 1 Number Sense 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. LLD 4 Alphabetic Knowledge LLD 4.3 Recognizes the difference between pictures, letters and numbers in print. Recognizes the sound of the first letter in his/her name.
Older Toddler: -Begin to recognize that number symbols indicate quantity -Begin to recognize different number symbols indicate different quantities	MR 1 Number Sense 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.
Young Preschooler: -Match number symbols with amounts 1-3	MR 1 Number Sense 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.
Older Preschooler: -Match number symbols with amounts 1-10 -Name written numerals from 0-10 -Write numerals 1-10	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. MR 1.5 Identifies numerals to 10. Solves addition and subtraction problems within ten. Counts up to 20 objects.

Kindergarten: -K.NS.3: Find the number that is one more than or one less than any whole number up to 20. -K.NS.2: Write whole numbers from 0 to 20 and recognize number words from 0 to 10. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	MR 1 Number Sense MR 1.5 Identifies numerals to 10. Solves addition and subtraction problems within ten. Counts up to 20 objects. MR 2 Spatial Awareness 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.
Foundation 2: Numeracy	
M1.3: Recognition of number relations	
Infant: -Explore objects one at a time -Indicate a desire for more -Give <i>more</i> when asked	SED 1 Self-Awareness SED 1.1 Explores self and others by using senses. LLD 2 Communication LLD 2.1 .Mimics single sounds. Uses vocalizations and gestures
Young Toddler: -Identify which is more -Begin to develop the concepts of more and less -Give <i>all</i> objects when asked -Separate a whole quantity of something into parts	MR 1 Number Sense 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.
Older Toddler: -Visually identify sets of quantities of large differences (using terms more and/or fewer) -Begin to identify first and last -Give <i>some</i> when asked -Give <i>the rest</i> when asked -Communicate that something is split <i>in half</i> -Understand the basic concept on <i>none</i>	MR 1 Number Sense 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 2.3 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.
Young Preschooler: -Readily identify first and last -Correctly use the words for comparing quantities -Separate sets of 6 or fewer objects into equal groups -Demonstrate the understanding of the concept of <i>after</i>	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.
Older Preschooler: -Identify when 2 sets are equal using matching and counting strategies -Correctly use the words for position -Compare the values of two numbers from 1 to 10 presented as written numerals -Demonstrate the understanding of the concept of <i>before</i>	MR 1 Number Sense 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 $7 = 2 + 5$. MR 2 Spatial Awareness 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.
Kindergarten: -K.NS.10: Separate sets of ten or fewer objects into equal groups. -K.NS.7: Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (e.g., by using matching and counting strategies). -K.NS.9: Use correctly the words for comparison including: one and many; none, some and all; more and less; most and least; and equal to, more than and less than. -K.NS.8: Compare the values of two numbers from 1 to 20 presented as written numerals.	MR 1 Number Sense 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 $7 = 2 + 5$. MR 2 Spatial Awareness 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.
Foundation 2: Computation and Algebraic Thinking Early learners develop foundational skills in learning to understand mathematic structure and patterning.	

M2.1: Exhibit understanding of mathematical structure	
Infant: -	
Young Toddler: -Take away objects or combine groups when asked -Attend to a new object in a group of objects	MR 5 Patterns MR 5.2 Attempts to mimic vocal and physical patterns.
Older Toddler: -Describe that something was taken away -Identify that an object has been added to a group -Begin to make reasonable estimates related to quantity	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. MR 5 Patterns MR 5.3 Copies patterns with two steps, such as red-blue, red-blue. Creates and extends two-step patterns.
Young Preschooler: -Begin to understand that numbers can be composed and decomposed to create new numbers	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.
Older Preschooler: -Use understanding that numbers can be composed and decomposed to create new numbers in solving problems with quantities under five	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 $7 = 2 + 5$.

Kindergarten: -K.CA.3: Use objects, drawings, etc., to decompose numbers less than or equal to 10 into pairs in more than one way, and record each decomposition with a drawing or an equation (e.g., $5=2+3$ and $5=4+1$). [In Kindergarten, students should see equations and be encouraged to trace them, however, writing equations is not required.	MR 1 Number Sense 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 $7 = 2 + 5$.
Foundation 2: Computation and Algebraic Thinking	
M2.2: Demonstrate awareness of patterning	
Infant: -Show interest in visual, auditory, and tactile patterns -Recognize daily routines	MR 5 Patterns MR 5.1 Plays predictable activities with caregivers such as pat-a-cake and peekaboo. MR 5.2 Attempts to mimic vocal and physical patterns.
Young Toddler: -Follow along and imitate patterns of sounds and movement -Clap or move to a beat	MR 5 Patterns MR 5.3 Copies patterns with two steps, such as red-blue, red-blue.
Older Toddler: -Recognize natural patterns in the environment -Verbally or nonverbally predict what comes next when shown a simple ABAB pattern of concrete objects -Show greater recognition of daily routines	MR 5 Patterns MR 5.3 Copies patterns with two steps, such as red-blue, red-blue. MR 5.4 Creates and extends two-step patterns. MR 5.6 Determines the missing piece of a pattern within a set sequence. Recognizes simple patterns in the environment.
Young Preschooler: -Physically extend simple ABAB patterns of concrete objects to other concrete objects -Understand sequence of events when clearly explained	MR 5 Patterns MR 5.4 Creates and extends two-step patterns. SS 4 History & Sense of Time SS 4.5 Uses language of time to describe familiar sequences of events.

Older Preschooler: -Begin to create and extend a new simple pattern -Understand sequence of events when clearly explained	MR 5 Patterns MR 5.5 Creates and extends three- and four-step patterns and plays complex memory games. SS 4 History & Sense of Time SS 4.5 Uses language of time to describe familiar sequences of events.
Kindergarten: -K.CA.5: Create, extend, and give an appropriate rule for simple repeating and growing patterns and shapes.	MR 5 Patterns MR 5.7 Creates or extends increasing or decreasing patterns.
Foundation 3: Data Analysis Early learners develop foundational skills in learning to understand concepts of classification, data collection, organization, and description.	
M3.1: Demonstrate understanding of classifying	
Infant: -	
Young Toddler: -Identify attributes of objects with adult support	MR 6 Classification MR 6.2 When shown one object, finds the match. Identifies and names familiar people, characters and animals.
Older Toddler: -Identify similarities and differences in objects	MR 6 Classification MR 6.3 Sort objects by one feature, such as size or color. Groups objects by common characteristics.
Young Preschooler: -Sort, classify, and compare objects	MR 6 Classification MR 6.4 After sorting objects by one feature, sorts again by a different feature.

Older Preschooler: -Explain simple sorting or classifying strategies -Sort a group of objects in multiple ways -Create and describe simple graphs	MR 6 Classification MR 6.5 Sorts objects by more than one feature and explains why.
Kindergarten: -K.DA.1: Identify, sort and classify objects by size, number, and other attributes. Identify objects that do not belong to a particular group and explain the reasoning used.	MR 6 Classification MR 6.6 Identifies, sorts and classifies objects by at least two features.
Foundation 4: Geometry Early learners develop foundational skills in learning to understand spatial relationships and shape analysis.	
M4.1: Understanding of spatial relationships	
Infant: -Explore how things fit and move -Put object in, out, on, and off of other things	MR 2 Spatial Awareness MR 2.1 Plays with objects and toys that are a variety of shapes. Tries to put one object inside another.
Young Toddler: -Begin to combine shapes to make new shapes -Hide behind or between objects to play	MR 2 Spatial Awareness 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 3 Shapes MR 3.2 Matches two identical shapes.
Older Toddler: -Complete basic shape interlocking puzzle with most pieces accurately in place with some assistance	MR 2 Spatial Awareness 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.

Young Preschooler: -Complete lined tangram or pattern block puzzles using basic shapes -Use position terms such as in, on, and under	MR 2 Spatial Awareness 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 2.4 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. MR 3 Shapes MR 3.3 Identifies a few basic shapes.
Older Preschooler: -Complete lined tangram or pattern block puzzles using basic shapes -Use position terms such as above, below, beside, and between	MR 2 Spatial Awareness 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. MR 3 Shapes MR 3.4 identifies four to six basic geometric shapes.
Kindergarten: -K.G.1: Describe the positions of objects and geometric shapes in space using the terms, inside, outside, between, above, below, near, far, under, over, up, down, behind, in front of, next to, to the left of and to the right of.	MR 2 Spatial Awareness MR 2.6 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.
Foundation 4: Geometry	
M4.2: Exhibit ability to identify, describe, analyze, compare, and create shapes	
Infant: -	

Young Toddler: -Match identical simple shapes	MR 3 Shapes MR 3.2 Matches two identical shapes.
Older Toddler: -Match similar shapes that are different sizes, and different orientation with a variety of two dimensional shapes	MR 3 Shapes MR 3.3 Identifies a few basic shapes. MR 3.4 Identifies four to six basic geometric shapes.
Young Preschooler: -Match similar shapes when given a variety of three dimensional shapes -Start to identify the attributes of shapes -Use names of two dimensional shapes (e.g., square; triangle; circle) when identifying objects -Use informal language to describe three dimensional shapes (e.g., "box" for cube; "ball" for sphere; "can" for cylinder)	MR 3 Shapes MR 3.5 Describes basic and complex two- and three-dimensional shapes using own words.
Older Preschooler: -Use the attributes of shapes to distinguish between shapes -Differentiate two- and three-dimensional shapes (e.g., squares from cubes)	MR 3 Shapes MR 3.6 Describes basic and complex two- and three-dimensional shapes using own words. Describes objects in the environment as two- and three-dimensional shapes.
Kindergarten: -K.G.2: Compare two- and three-dimensional shapes in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number sides and vertices/"corners") and other attributes (e.g., having sides of equal length). -K.G.4: Compose simple geometric shapes to form larger shapes (e.g. create a rectangle composed of two triangles).	MR 3 Shapes MR 3.6 Describes basic and complex two- and three-dimensional shapes using own words. Describes objects in the environment as two- and three-dimensional shapes. MR 3.7 Describes objects in the environment as two- and three-dimensional shapes.
Foundation 5: Measurement Early learners develop foundational skills in learning to understand concepts of time and measurement comparisons.	

M5.1: Understand concept of time	
Infant: -Cooperate with a routine	SS 4 History & Sense of Time SS 4.1 Focuses on interactions with others for a short time.
Young Toddler: -Follow a daily schedule	SS 4 History & Sense of Time SS 4.2 Observes events and begins to participate.
Older Toddler: -Follow steps in a simple routine	LLD 1 Listening 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.
Young Preschooler: -Understand time limit cue -Understand transition from one activity to the next -Tell what activity comes before and after	LLD 1 Listening 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. SS 4 History & Sense of Time SS 4.3 Describes events as they happen. Uses words such as first, then.
Older Preschooler: -Know daily concepts of earlier and later, morning and afternoon	SS 4 History & Sense of Time SS 4.5 Uses language of time to describe familiar sequences of events.
Kindergarten: -K.M.2: Understand concepts of time, including: morning, afternoon, evening, today, yesterday, tomorrow, day, week, month, and year. Understand that clocks and calendars are tools that measure time.	SS 4 History & Sense of Time SS 4.6 Retells historical, fictional or past events or stories. SS 4.7 Compares and contrasts current and historical conditions of familiar environments.
Foundation 5: Measurement	

M5.2: Understand measurement through description and comparison	
Infant: -Explore objects with different shapes and sizes -Begin to understand that different size containers hold more or less	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 4 Measurement MR 4.1 Recognizes when to use whole hand or just two fingers to pick up an object.
Young Toddler: -Use any basic measurement word or gesture to express measurable attributes, such as big/little, hot/cold	MR 4 Measurement MR 4.2 Explores size and weight of objects in relation to self. MR 6 Classification MR 6.3 Sort objects by one feature, such as size or color. Groups objects by common characteristics.
Older Toddler: -Sort objects into two categories based on attributes -Explore measurement using nonstandard tools	MR 6 Classification MR 6.4 After sorting objects by one feature, sorts again by a different feature. MR 4 Measurement MR 4.3 Determines which object is bigger (heavier, longer) when given two objects.
Young Preschooler: -Directly compare and describe two objects with a measurable attribute -Measure length and volume (capacity) using non-standard measurement tools	MR 4 Measurement MR 4.4 Uses nonstandard measurement tools to estimate approximate size or volume. Verifies estimation with help.

Older Preschooler: -Directly compare and describe two or more objects with a measurable attribute -Measure length and volume (capacity) using a standard measurement tool	MR 4 Measurement MR 4.5 Estimates (not always logically) size and volume. Measures and describes findings.
Kindergarten: -K.M.1: Make direct comparisons of the length, capacity, weight, and temperature of objects, and recognize which object is shorter, longer, taller, lighter, heavier, warmer, cooler, or holds more.	MR 4 Measurement MR 4.6 Makes logical estimates and uses measurement tools to check estimation. SCI 3 Physical Science SCI 3.6 Experiments and compares the movements of various objects on a variety of surfaces. Classifies and sorts materials by a variety of physical properties.
SOCIAL EMOTIONAL SKILLS	
Foundation 1: Sense of Self Early learners develop foundational skills that support self-awareness, confidence, and the identification and expression of emotions.	
SE1.1: Demonstrate self awareness and confidence	
Infant: -Respond to own name -Show interest in environmental choices -Communicate to indicate physical and emotional needs	SED 1 Self-Awareness SED 1.1 Explores self and others by using senses. PD 3 Safety PD 3.1 Expresses distress when needs are not met.

	SED 2 Self-Regulation SED 2.1 Calms with support from caregiver. Responds as caregiver takes care of his/her needs. Reacts to changes in routine.
Young Toddler: -Identify image of self -Say own name -Show knowledge of own abilities	SED 1 Self-Awareness SED 1.2 Recognizes self in photos or in a mirror. LLD 1 Listening 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.
Older Toddler: -Use gestures and actions to reference self in conversation -Demonstrate use of personal pronouns -Show sense of self satisfaction with own abilities and preferences -Begin to show independence by occasionally resisting adult control	SED 1 Self-Awareness SED 1.3 Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family. 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.
Young Preschooler: -Recognize self as a unique individual -Describe personal characteristics -Show sense of self satisfaction with own abilities, preferences, and accomplishments	SED 2 Self-Regulation SED 2.4 Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions.
Older Preschooler: -Identify self as a unique member of a group that fits into a larger world picture -Show confidence in a range of abilities and the capacity to take on and accomplish new tasks	SED 2 Self-Regulation 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.

-Show independence in own choices	
Kindergarten: -	
Foundation 1: Sense of Self	
SE1.2: Demonstrate identification and expression of emotions	
Infant: -Communicate to express pleasure or displeasure -Use cues to signal overstimulation -Respond positively to adults who provide comfort -Use sounds and body to express feelings	PD 3 Safety PD 3.1 Expresses distress when needs are not met. 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. LLD 2 Communication LLD 2.1 Mimics single sounds. Uses vocalizations and gestures to communicate.
Young Toddler: -Communicate feelings and emotions -Express emotion toward a familiar person -Imitate comforting behaviors of caregivers -Use sounds, gestures, and actions to express feelings	LLD 2 Communication 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. SED 4 Social Relationships 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>Older Toddler:</p> <ul style="list-style-type: none"> -Express both positive and negative feelings about participating in activities -Observe a peer's emotion and approach a familiar adult to communicate concern -Demonstrate empathy to another child -Begin to use words to express feelings 	<p>SED Self-awareness SED 1.3 Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family.</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. SED 4.4 Participates in a group with those different than self. Asks adults to help solve problems. Explains why someone may be haPDy or sad.</p>
<p>Young Preschooler:</p> <ul style="list-style-type: none"> -Recognize own emotions and the emotions of others -Look to adults for emotional support and guidance -Use a combination of words, phrases, and actions to express feelings 	<p>SED 2 Self-Regulation SED 2.4 Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions.</p> <p>SED 4 Social Relationships SED 4.4 Participates in a group with those different than self. Asks adults to help solve problems. Explains why someone may be haPDy or sad.</p>
<p>Older Preschooler:</p> <ul style="list-style-type: none"> -Identify own emotions and the emotions of others -Express and accurately respond to emotions of self and others -Predict reactions from others -Effectively use sentences and actions to express feelings 	<p>SED 2 Self-Regulation 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 4.5 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>

Kindergarten: -	
Foundation 2: Self Regulation Early learners develop foundational skills that support executive functions including impulse control, planning skills, and emotional regulation.	
SE2.1: Demonstrate self control	
Infant: -Develop an awareness of transitions, schedules, and routines with adult prompts -Develop self soothing when an adult provides comfort techniques -Express desires and feelings by using gestures and actions	SED 2 Self-Regulation SED 2.1 Calms with support from caregiver. Responds as caregiver takes care of his/her needs. Reacts to changes in routine. 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. LLD 1 Listening LLD 1.1 Mimics single sounds. Uses vocalizations and gestures to communicate.
Young Toddler: -Follow simple routines with adult support -Self-soothe with minimal adult support -Demonstrate the beginnings of impulse control with adult support	SED 3 Attention & Persistence SED 3.2 Participates in daily routines or familiar activities. Attends to what others are looking at or pointing to. SED 2 Self-Regulation 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.

Older Toddler: -Follow simple routines with adult support -Self-soothe independently -Regulate some impulses with adult support	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 3 Attention & Persistence 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.
Young Preschooler: -Manage transitions and adapt to changes in schedules, routines, and situations with adult support -Regulate own emotions and behaviors with others with adult support when needed -Regulate a range of impulses with adult support	SED 2 Self-Regulation SED 2.4 Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions.
Older Preschooler: -Manage transitions and adapt to changes in schedules, routines, and situations independently -Regulate own emotions and behaviors with others with adult support when needed -Regulate a range of impulses	SED 2 Self-Regulation 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.
Kindergarten: -	
Foundation 3: Conflict Resolution Early learners develop foundational skills that support conflict resolution.	
SE3.1: Demonstrate conflict resolution	

Infant: -Show awareness of possible conflict by demonstrating distress	PD 3 Safety PD 3.1 Expresses distress when needs are not met.
Young Toddler: -Engage in conflict with peers regarding possession of items -Imitate how others solve conflicts -Experiment with trial and error approaches to solve simple problems and conflicts	SED 2 Self-Regulation 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. 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.
Older Toddler: -Engage in simple conflict resolution strategies with adult support -Begin to use language skills instead of physical force to resolve conflicts	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. LLD 2 Communication 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.
Young Preschooler: -Negotiate to resolve social conflicts with peers with modeling and support -Use words during a conflict instead of physical force	SED 4 Social Relationships SED 4.4 Participates in a group with those different than self. Asks adults to help solve problems. Explains why someone may be haPDy or sad. SED 2 Self-Regulation

	SED 2.4 Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions.
Older Preschooler: -Independently initiate conflict resolution strategies with peers and seek adult support when necessary	SED 2 Self-Regulation 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.
Kindergarten: -	
Foundation 4: Building Relationships Early learners develop foundational skills that support social development and engagement with others.	
SE4.1: Demonstrate relationship skills	
Infant: -Engage in simple social interactions with adults -Exhibit caution of unfamiliar adults -Use key adults as a secure base when exploring the environment -Notice other children in their environment -Engage in onlooker play Begin to exhibit skills in solitary play	SED 1 Self-Awareness SED 1.1 Explores self and others by using senses. SED 3 Attention & Persistence SED 3.1 Focuses for a short time on a person, sound or thing. Shifts attention from one person or thing to another. PD 2 Fine Motor PD 2.1 Reaches for objects in sight. Uses arms or legs to make contact with an object.
Young Toddler: -Engage in social interactions with familiar adults -Show feelings of security with familiar adults -Seek adult assistance with challenges, but may refuse help and may say no	SED 4 Social Relationships 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.

<ul style="list-style-type: none"> -Use social referencing when encountering new experiences -Observe friendship skills in the environments -Engage in solitary play Begin to exhibit skills in parallel play 	<p>SED 3 Attention & Persistence SED 3.2 Participates in daily routines or familiar activities. Attends to what others are looking at or pointing to</p>
<p>Older Toddler:</p> <ul style="list-style-type: none"> -Stay connected with familiar adults <p>Separate from familiar adults in a familiar setting with minimal distress</p> <ul style="list-style-type: none"> -Ask for adult assistance when having difficulty in a social situation -Imitate and model friendship skills -Engage in parallel play -Begin to exhibit skills in associative play 	<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> <p>SED 3 Attention & Persistence SED 3.4 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>
<p>Young Preschooler:</p> <ul style="list-style-type: none"> -Request and accept guidance from familiar adults -Accept compromises when suggested by a peer or adult -Gauge response based on the facial expressions of others -Exhibit age appropriate friendship skills to engage in effective play and learning experiences -Engage in associative play -Participate in cooperative play experiences with some adult guidance 	<p>SED 3 Attention & Persistence SED 3.4 Initiates an activity and seeks help to complete it. Practices or repeats an activity many times until successful.</p> <p>SED 4 Social Relationships SED 4.4 Participates in a group with those different than self. Asks adults to help solve problems. Explains why someone may be haPDy or sad.</p>
<p>Older Preschooler:</p> <ul style="list-style-type: none"> -Show affection to familiar adults and peers using more complex words and actions -Accept compromises when suggested by a peer or adult -Gauge response based on the facial expressions of others -Maintain consistent friendships -Engage in cooperative play experiences for sustained periods of time 	<p>SED 1 Self-Awareness SED 1.5 Describes and compares preferences of self and others.</p> <p>SED 4 Social Relationships SED 4.5 Initiates play with one or more persons. Offers to help others. Identifies roles of self and others during tasks or pretend</p>

	<p>play. Asks questions about how others feel, live, eat, play and believe.</p> <p>SED 3 Attention & Persistence SED 3.5 Sustains focus for at least five minutes, persisting even if there are problems or distractions. Independently completes a familiar activity.</p>
Kindergarten: -	
APPROACHES TO PLAY & LEARNING	
<p>Foundation 1: Initiative and Exploration Early learners develop foundational skills that support initiative, self-direction, interest, and curiosity as a learner.</p>	
APL1.1: Demonstrate initiative and self-direction	
<p>Infant: -Respond to a stimulating environment -Show curiosity/interest in surroundings -Show eagerness and delight in self, others, and surroundings</p>	<p>SED 1 Self-Awareness SED 1.1 Explores self and others by using senses.</p>
<p>Young Toddler: -Show interest in what others are doing -Select desired object from several options -Begin to show curiosity/interest in new objects, experiences, and people</p>	<p>SED 4 Social Relationships 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 3 Attention & Persistence</p>

	<p>SED 3.2 Participates in daily routines or familiar activities. Attends to what others are looking at or pointing to.</p>
<p>Older Toddler:</p> <ul style="list-style-type: none"> -At times, initiate a new task -Verbally express a desire to complete task by self -Independently select and use materials 	<p>SED 3 Attention & Persistence 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> <p>PD 2 Fine Motor PD 2.3 Opens, closes, twists and pulls objects with one or both hands.</p> <p>LLD 7 Writing LLD 7.3 Holds drawing/writing tools with the whole hand and may use the whole arm to make intentional marks. Scribbles or draws marks as a representation of an object or person.</p>
<p>Young Preschooler:</p> <ul style="list-style-type: none"> -Initiate new tasks by self -With support, use a variety of resources to explore materials and ideas -Explore and manipulate familiar objects in new and imaginative ways 	<p>SED 3 Attention & Persistence SED 3.4 Initiates an activity and seeks help to complete it. Practices or repeats an activity many times until successful.</p> <p>PD 2 Fine Motor PD 2.4 Manipulates objects with hands doing different things. Snips with scissors. Begins to string large beads</p>
<p>Older Preschooler:</p> <ul style="list-style-type: none"> -Take initiative to learn new concepts and try new experiences -Seek and gather new information to plan for projects and activities 	<p>SED 4 Social Relationships 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>Kindergarten:</p> <p>-</p>	

Foundation 1: Initiative and Exploration	
APL1.2: Demonstrate interest and curiosity as a learner	
Infant: -Show budding interest in how objects work -Try a variety of approaches to get desired outcomes -Physically explore new ways to use objects and observe results	MR 7 Logic & Reasoning MR 7.1 Reacts to a problem and seeks a desired outcome. PD 2 fine Motor PD 2.1 Reaches for objects in sight. Uses arms or legs to make contact with an object.
Young Toddler: -Ask questions about familiar objects, people, and experiences -Begin to show curiosity and interest in new objects, experiences, and people -Explore and manipulate familiar objects in the environment	SCI 1 Investigation & Inquiry SCI 1.2 Asks one- to two-word questions. Uses senses to explore environment. LLD 2 Communication 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.
Older Toddler: -Ask questions about novel objects, people, and experiences -Demonstrate enthusiasm for new learning (may be within familiar contexts) -Use active exploration to solve a problem	SCI 1 Investigation & Inquiry Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others. MR 7 Logic & Reasoning MR 7.4 Tries out many possible solutions to a problem.
Young Preschooler: -Demonstrate eagerness to learn about and discuss new topics, ideas, and tasks -Communicate a desire to learn new concepts or ideas	SCI 1 Investigation & Inquiry SCI 1.4 Observes and describes changes that occur to familiar objects and people. When given a question, guesses a possible

<ul style="list-style-type: none"> -Exhibit willingness to try new experiences -Use a variety of learning approaches, such as observing, imitating, asking questions, hands-on investigation, and active exploration 	<p>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>Older Preschooler:</p> <ul style="list-style-type: none"> -Demonstrate eagerness to learn about and discuss new topics, ideas, and tasks -Communicate a desire to learn new concepts or ideas -Exhibit willingness to try new experiences -Use a variety of learning approaches, such as observing, imitating, asking questions, hands-on investigation, and active exploration 	<p>SCI 1 Investigation & Inquiry</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>Kindergarten:</p> <p>-</p>	
<p>Foundation 2: Flexible Thinking</p> <p>Early learners develop foundational skills that support flexible thinking and social interactions during play.</p>	
<p>APL2.1: Demonstrate development of flexible thinking skills during play</p>	
<p>Infant:</p> <ul style="list-style-type: none"> -Manipulate objects -Imitate actions 	<p>MR 3 Shapes</p> <p>MR 3.1 Manipulates objects that are a variety of shapes.</p> <p>CA Drama</p> <p>CA 4.1 Imitates simple movements and facial expressions. Responds to props or puppets.</p>

Young Toddler: -Use objects for real or imagined purposes	SCI 4 Technology SCI 4.2 Begins to use simple tools purposefully, such as using a spoon to feed self.
Older Toddler: -Substitute one object for another in pretend play or pretend with objects that may or may not be present -Show creativity, inventiveness, and flexibility in approach to play with adult guidance	CA 4 Drama CA 4.4 Participates in groups with those different than self. Asks adults to help solve problems. Explains why someone may be haPDy or sad. SED 2 Self-Regulation SED 2.4 Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions.
Young Preschooler: -Find a creative or inventive way of doing a familiar task or solving a problem with adult guidance -Begin to demonstrate flexibility in approach to play and learning -Adjust approach to task to resolve difficulties with adult support	SED 4 Social Relationships 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.
Older Preschooler: -Demonstrate inventiveness, imagination, and creativity to solve a problem -Develop recovery skills from setbacks and differences in opinion in a group setting	PD 3 Safety PD 3.4 Seeks opportunities to help others. Tries to solve own social problems.
Kindergarten: -	
Foundation 3: Attentiveness and Persistence Early learners develop foundational skills that support focus and attention to a specific activity and persistence to complete a task.	

APL3.1: Demonstrate development of sustained attention and persistence	
Infant: -Examine objects for brief periods of time -Express discomfort when needs are not met -Repeat actions to make something happen again	SED 3 Attention & Persistence SED 3.1 Focuses for a short time on a person, sound or thing. Shifts attention from one person or thing to another. PD 3 Safety PD 3.1 Expresses distress when needs are not met.
Young Toddler: -Jointly attend to books for several minutes -Engage and persist with an activity, toy, or object, but is easily distracted -Engage for longer periods of time when trying to work through tasks	SED 3 Attention & Persistence 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.
Older Toddler: -Attend to a book for longer periods of time (jointly or independently) -Focus on an activity for short periods of time despite distractions -Repeat an activity many times in order to master it, even if setbacks occur	SED 3 Attention & Persistence 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. SED 3.4 Initiates an activity and seeks help to complete it. Practices or repeats an activity many times until successful.
Young Preschooler: -Independently attend to a book from beginning to end -Demonstrate ability to delay gratification for short periods of time -See an activity through to completion	SED 3 Attention & Persistence SED 3.5 Sustains focus for at least five minutes, persisting even if there are problems or distractions. Independently completes a familiar activity.
Older Preschooler: -Independently attend to a book from beginning to end -Focus on an activity with deliberate concentration despite distractions and/or temptations	SED 3 Attention & Persistence SED 3.5 Sustains focus for at least five minutes, persisting even if there are problems or distractions. Independently completes a familiar activity.

<ul style="list-style-type: none"> -Carry out tasks, activity, project, or transition, even when frustrated or challenged, with minimal distress -Persist in trying to complete a task after previous attempts have failed 	
Kindergarten: -	
Foundation 4: Social Interactions Early learners develop foundational skills that support the engagement in imaginative and cooperative play with others.	
APL4.1: Demonstrate development of social interactions during play	
Infant: <ul style="list-style-type: none"> -Engage in onlooker play -Begin to exhibit skills in solitary play -Show interest in children who are playing nearby 	SS 2 Civics & Economics SS 2.1 Attends to others in an immediate environment. Grasps and releases objects. SED 3 Attention & Persistence SED 3.1 Focuses for a short time on a person, sound or thing. Shifts attention from one person or thing to another.
Young Toddler: <ul style="list-style-type: none"> -Engage in solitary play -Begin to exhibit skills in parallel play -Show preference for certain peers over time although these preferences may shift 	SED 3 Attention & Persistence 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. SS 2 Civics & Economics SS 2.2 Participates in communal activities. Expresses a desire for an object or action. Says me, mine
Older Toddler: <ul style="list-style-type: none"> -Engage in parallel play 	SED 3 Attention & Persistence

<ul style="list-style-type: none"> -Begin to exhibit skills in associative play -Participate in play activities with a small group of children for short periods of time 	<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 4 Social Relationships SED 4.4 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>
<p>Young Preschooler:</p> <ul style="list-style-type: none"> -Engage in associative play -Participate in cooperative play activities with some adult guidance -Participate in play activities with a small group of children 	<p>SED 4 Social Relationships 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>Older Preschooler:</p> <ul style="list-style-type: none"> -Interact with peers in complex pretend play, including planning, coordination of roles, and cooperation -Demonstrate cooperative behavior in interactions with others -Begin to accept and share leadership 	<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> <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>
<p>Kindergarten:</p> <p>-</p>	
SCIENCE	

Foundation 1: Physical Science Early learners develop foundational skills in learning and understanding the properties of objects and changes in the physical world.	
SC1.1: Demonstrate ability to explore objects in the physical world	
Infant: -Observe and experience the environment using all five senses -React to changes in light -Focus attention on sounds, movement, and objects	SCI 2 Natural & Earth Science SCI 2.1 Uses senses to explore objects in an immediate environment. Kicks feet or shakes arms to make other objects move. SCI 1 Investigation & Inquiry SCI 1. 1 Looks for a person or toy that has moved out of sight. Reacts to changes.
Young Toddler: -Notice and react to cause and effect within the physical environment -Use tools to explore the physical environment	MR 7 Logic & Reasoning MR 7.2 Experiments with cause and effect. SCI 2 Natural & Earth Science SCI 2.2 Plays with rocks, sand, dirt or water. Reacts to animals or insects in an immediate environment. Understands hot and cold. Points at clouds and explores the feel of rain and wind.
Older Toddler: -Use simple words to describe sensory experiences, objects, and how objects move -Identify and solve problems in the environment through active exploration	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. MR 7 Logic & Reasoning MR 7.3 Recognizes a problem and asks for help.

Young Preschooler: -Use senses to learn about concepts of weight, motion, and force -Ask questions about physical properties and changes in the physical world	SCI 1 Investigation & Inquiry 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.
Older Preschooler: -Use senses to describe concepts of weight, motion, and force -Ask questions and draw conclusions about physical properties and the physical world	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.
Kindergarten: -K.1.1: Use all senses as appropriate to observe, sort and describe objects according to their composition and physical properties, such as size, color and shape. Explain these choices to others and generate questions about the objects.	SCI 3 Physical Science SCI 3.6 Experiments and compares the movements of various objects on a variety of surfaces. Classifies and sorts materials by a variety of physical properties. 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.
Foundation 1: Physical Science	
SC1.2: Demonstrate awareness of the physical properties of objects	
Infant: -Notice cause and effect within the physical environment -Perform actions with objects and observe results	MR 7 Logic & Reasoning MR 7.1 Reacts to a problem and seeks a desired outcome. SCI 3 Physical Science SCI 3.1 Uses senses to explore objects in an immediate environment. Kicks feet or shakes arms to make other objects move.

<p>Young Toddler:</p> <ul style="list-style-type: none"> -Begin to identify physical attributes of objects -Imitate the actions of others as they explore objects -Copy patterns and rhythms with objects 	<p>SCI 3 Physical Science SCI 3.2 Reacts to changes in texture, smell, sound or sight. Uses body to push or pull toys.</p> <p>MR 5 Patterns MR 5.2 Attempts to mimic vocal and physical patterns.</p> <p>CA 2 Dance & Movement CA 2.3 Follows the movements of others. Explores personal space and direction. Moves in own way to music and rhythm.</p>
<p>Older Toddler:</p> <ul style="list-style-type: none"> -Describe physical properties using simple words 	<p>SCI 1 Investigation & Inquiry 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>Young Preschooler:</p> <ul style="list-style-type: none"> -Identify materials that make up objects -Investigate and describe observable properties of objects -Match objects by physical attributes 	<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.</p> <p>SCI 3 Physical Science SCI 3.4 Explains how common vehicles, animals and people move. Sorts objects by type of movement. Describes basic physical properties of objects including textures and colors.</p> <p>MR 6 Classification MR 6.5 Sorts objects by more than one feature and explains why.</p>

Older Preschooler: -Identify materials that make up objects -Use evidence from investigations to describe observable properties of objects -Sort objects into categories based on physical attributes and explain reasoning	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. MR 6 Classification MR 6.5 Sorts objects by more than one feature and explains why.
Kindergarten: -K.1.2: Identify and explain possible uses for an object based on its properties and compare these uses with other students' ideas.	SCI 3 Physical Science SCI 3.6 Experiments and compares the movements of various objects on a variety of surfaces. Classifies and sorts materials by a variety of physical properties.
Foundation 2: Earth and Space Science Early learners develop foundational skills in learning and understanding the natural world through exploration of Earth, sky, weather, and seasons.	
SC2.1: Recognize the characteristics of Earth and sky	
Infant: -Establish activity patterns based on day and night -Explore and react to different indoor and outdoor surfaces	SCI 2 Natural & Earth Science SCI 2.1 Explores immediate environment using senses. Reacts to weather changes in immediate environment
Young Toddler: -Notice and gesture to different objects in the sky -Explore the natural environment	SCI 2 Natural & Earth Science SCI 2.2 Plays with rocks, sand, dirt or water. Reacts to animals or insects in an immediate environment. Understands hot and cold. Points at clouds and explores the feel of rain and wind.
Older Toddler: -Notice own shadow -Name objects in the sky	SCI 2 Natural & Earth Science

-Use tools to explore various earth materials	SCI 2.3 Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics. Notices changes in temperature or weather.
Young Preschooler: -Notice the shadows of others and objects -Describe different objects in the sky -Describe various earth materials	SCI 2 Natural & Earth Science SCI 2.4 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. SCI 3 Physical Science SCI 3.4 Explains how common vehicles, animals and people move. Sorts objects by type of movement. Describes basic physical properties of objects including textures and colors.
Older Preschooler: -Describe how shadows change through the day -Describe typical day and night activities - Classify various earth materials -Describe how the Earth's surface is made up of different materials	SCI 2 Natural & Earth Science 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.
Kindergarten: -K.2.1: Observe and record during sunny days when the sun shines on different parts of the school building. -K.2.2: Describe and compare objects seen in the night and day sky.	SCI 2 Natural & Earth Science SCI 2.7 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.
Foundation 2: Earth and Space Science	
SC2.2: Recognize seasonal and weather related changes	
Infant: -Observe and experience the difference in climate/weather	SCI 2 Natural & Earth Science SCI 2.1 Explores immediate environment using senses. Reacts to weather changes in immediate environment

Young Toddler: -Observe and investigate environment, nature, and climate/weather	SCI 2 Natural & Earth Science SCI 2.2 Plays with rocks, sand, dirt or water. Reacts to animals or insects in an immediate environment. Understands hot and cold. Points at clouds and explores the feel of rain and wind.
Older Toddler: -Communicate awareness that the environment, weather, and seasons change -Name different kinds of weather	SCI 2 Natural & Earth Science SCI 2.3 Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics. Notices changes in temperature or weather.
Young Preschooler: -Communicate awareness of seasonal changes -Describe weather conditions using correct terminology	SCI 2 Natural & Earth Science SCI 2.4 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.
Older Preschooler: -Communicate awareness of seasonal changes -Describe how weather changes	SCI 2 Natural & Earth Science 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.
Kindergarten: -s K.2.3: Describe in words and pictures the changes in weather from month to month and season to season.	SCI 2 Natural & Earth Science 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. SCI 2.7 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.
Foundation 3: Life Science Early learners develop foundational skills in learning and understanding the presence and characteristics of living creatures and plants.	

SC3.1: Demonstrate awareness of life	
Infant: -Demonstrate interest in and interact with plants, animals, and people -Discover body parts	SCI 2 Natural & Earth Science SCI 2.1 Explores immediate environment using senses. Reacts to weather changes in immediate environment
Young Toddler: -Identify living organisms by name -Name basic body parts	SCI 2 Natural & Earth Science SCI 2.2 Plays with rocks, sand, dirt or water. Reacts to animals or insects in an immediate environment. Understands hot and cold. Points at clouds and explores the feel of rain and wind. PD 4 Personal Care PD 4.3 With help, participates in healthy habits and healthcare routines. Names body parts. Describes basic personal needs.
Older Toddler: -Name characteristics of living organisms -Name more complex body parts	SCI 2 Natural & Earth Science SCI 2.3 Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics. Notices changes in temperature or weather.
Young Preschooler: -Identify the correct names for adult and baby animals -Compare attributes of living organisms -Identify and describe the function of body parts	SCI 2 Natural & Earth Science SCI 2.4 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. PD 4 Personal Care 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.
Older Preschooler: -Differentiate animals from plants	SCI 2 Natural & Earth Science

<ul style="list-style-type: none"> -Discriminate between living organisms and non-living objects -Ask questions and conduct investigations to understand life science -Identify and describe the function of body parts 	<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>Kindergarten:</p> <ul style="list-style-type: none"> -K.3.1: Observe and draw physical features of common plants and animals. -K.3.2: Describe and compare living animals in terms of shape, texture of body covering, size, weight, color and the way they move. -K.3.3: Describe and compare living plants in terms of growth, parts, shape, size, color and texture 	<p>SCI 2 Natural & Earth Science</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. SCI 2.7 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.</p>
<p>Foundation 4: Engineering</p> <p>Early learners develop foundational skills in learning and understanding how to solve problems using the engineering design process.</p>	
<p>SC4.1: Demonstrate engineering design skills</p>	
<p>Infant:</p> <ul style="list-style-type: none"> -Demonstrate an interest in human made objects -Explore and manipulate human made objects 	<p>SCI 4 Technology</p> <p>SCI 4.1 Explores simple tools such as toys and spoons.</p> <p>PD 2 Fine Motor</p> <p>PD 2.1 Reaches for objects in sight. Uses arms or legs to make contact with an object.</p>
<p>Young Toddler:</p> <ul style="list-style-type: none"> -Test limits of the environment -Begin to construct and deconstruct using readily available materials 	<p>SS 3 Geography</p> <p>SS 3.2 Recognizes familiar places. Finds ways to move around obstacles in a familiar environment.</p> <p>SCI 4 Technology</p>

	<p>SCI 4.2 Begins to use simple tools purposefully, such as using a spoon to feed self.</p>
<p>Older Toddler:</p> <ul style="list-style-type: none"> -Use tools to serve a purpose or solve a problem -Notice whether the solution was successful -Use complex motions to play with simple machines 	<p>MR 7 Logic & Reasoning MR 7.3 Recognizes a problem and asks for help.</p> <p>SCI 4 Technology SCI 4.4 Explores simple machines and interacts with simple electronic and screen toys.</p>
<p>Young Preschooler:</p> <ul style="list-style-type: none"> -Identify a problem or need and create a plan to solve -Use classroom objects that function as simple machines to enhance play 	<p>MR 7 Logic & Reasoning MR 7.4 Tries out many possible solutions to a problem.</p> <p>SCI 4 Technology SCI 4.4 Explores simple machines and interacts with simple electronic and screen toys. SCI 4.5 Experiments with simple technology to solve problems or accomplish tasks.</p>
<p>Older Preschooler:</p> <ul style="list-style-type: none"> -Select materials and implement a designated plan -Evaluate and communicate solution outcomes -Use classroom objects to create simple machines to enhance play 	<p>SCI 4 Technology SCI 4. 6 Uses familiar tools and technology to produce a desired result or solve a specific problem.</p> <p>MR 7 Logic & Reasoning MR 7.5 Uses previous knowledge to determine which solution to try first when solving a problem. MR 7.7 Explains the sequence of his or her problem-solving strategy.</p> <p>CA Visual Arts 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>

Kindergarten: -	
Foundation 5: Scientific Inquiry and Methods Early learners develop foundational skills in learning and understanding about the world around them through exploration and investigation.	
SC5.1: Demonstrate scientific curiosity	
Infant: -Observe and show interest in objects, organisms, and events in the environment -Actively explore the environment -Repeat actions that causes an interesting effect	SCI 1 Investigation & Inquiry SCI 1.1 Looks for a person or toy that has moved out of sight. Reacts to changes. SCI 2 Natural & Earth Science SCI 2.1 Explores immediate environment using senses. Reacts to weather changes in immediate environment
Young Toddler: -Demonstrate curiosity -Actively explore the environment -Solve problems using trial and error	SCI 1 Investigation & Inquiry SCI 1.2 Asks one- to two-word questions. Uses senses to explore the environment. SCI 2 Natural & Earth Science SCI 2.2 Plays with rocks, sand, dirt or water. Reacts to animals or insects in an immediate environment. Understands hot and cold. Points at clouds and explores the feel of rain and wind.
Older Toddler: -Demonstrate curiosity and ask for more information -Use tools to explore the environment	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.

Young Preschooler: -Observe with a focus on details -Use simple tools to extend investigations -Identify self and/or own actions as scientific	SCI 1 Investigation & Inquiry 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.
Older Preschooler: -Discuss ways that people can affect the environment in positive and negative ways -Independently use simple tools to conduct an investigation to increase understanding -Engage in a scientific experiment with peers -Communicate results of an investigation	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.
Kindergarten: -	
SOCIAL STUDIES	
Foundation 1: Self Early learners develop foundational skills in learning and understanding the concept of self within the context of their family and community.	
SS1.1: Demonstrate development of self	
Infant: -Respond to celebrations and other cultural events if observed -Engage in onlooker play	SS 1 Culture & Economics SS 1.1 Recognizes family members and is exposed to family traditions or cultural events.

<ul style="list-style-type: none"> -Begin to separate self from others -Show affection and bonds with familiar adults 	<p>SED 1 Self-Awareness SED 1.1 Explores self and others by using senses.</p>
<p>Young Toddler:</p> <ul style="list-style-type: none"> -Participate in celebrations and other cultural events if observed -Begin to demonstrate a sense of belonging to a group by engaging in parallel play -Begin to notice differences in others -Use simple words to show recognition of family members and familiar adults 	<p>SS 1 Culture & Economics SS 1.2 With help, participates in family traditions and customs. SS 1.3 Recognizes familiar symbols or artifacts of family traditions or customs. Identifies differences between self and others.</p> <p>SED 4 Social Relationships 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>Older Toddler:</p> <ul style="list-style-type: none"> -Participate in and imitate celebrations and other cultural events for family, peers, and community if observed -Begin to demonstrate a sense of belonging to a group by engaging in associative play -Begin to gesture and ask simple questions regarding differences and/or similarities between self and others 	<p>SS 1 Culture & Economics SS 1.3 Recognizes familiar symbols or artifacts of family traditions or customs. Identifies differences between 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>
<p>Young Preschooler:</p> <ul style="list-style-type: none"> -Participate in and describe own family, community, and cultural celebrations if observed -Begin to assimilate family, community, and cultural events in cooperative play -Use simple phrases to demonstrate an awareness of differences and/or similarities between self and others 	<p>SS 1 Culture & Economics 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>SED 4 Social Relationships</p>

	SED 4.4 Participates in a group with those different than self. Ask adults to help solve problems. Explains why someone may be haPDy or sad.
Older Preschooler: -Participate in and describe local, state, and national events and celebrations if observed -Identify/honor key people in history -Assimilate family, community, and cultural cooperative play -Build awareness, respect, and acceptance for differences in people and acknowledge connections	SS 1 Culture & Economics 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.
Kindergarten: -K.1.2: Identify people, celebrations, commemorations, and holidays as a way of honoring people, heritage, and events. -K.2.4: Give examples of how to be a responsible family member and member of a group. -K.3.6: Identify and compare similarities and differences in families, classmates, neighbors and neighborhood, and ethnic and cultural groups.	SS 1 Culture & Economics SS 1.6 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.
Foundation 2: History and Events Early learners develop foundational skills in learning and understanding the passage of time and the foundations and functions of government.	
SS2.1: Demonstrate awareness of chronological thinking	
Infant: -	
Young Toddler: -Adapt to changes in routine and/or schedule -Anticipate events	SED 2 Self-Regulation

	<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>SS 4 History & Sense of Time SS 4.2 Observes events and begins to participate.e.</p>
<p>Older Toddler: -Begin to recognize the sequence of events as part of a daily routine</p>	<p>SS 4 History & Sense of Time SS 4.3 Describes events as they haPDen. Uses words such as first, then.</p> <p>SED 2 Self-Regulation SED 2.4 Experiments and role-plays with a range of emotions. Recognizes when the typical routine is not followed and identifies the change.</p>
<p>Young Preschooler: -Recognize the sequence of events as part of a daily routine and as it relates to the passage of time</p>	<p>SS 4 History & Sense of Time SS 4.4 Recalls information and events from the past. SS 4.5 Uses language of time to describe familiar sequences of events.</p>
<p>Older Preschooler: -Demonstrate an understanding of time in the context of daily experiences and understand that the passage of time can be measured -Begin to understand how time is measured</p>	<p>SS 4 History & Sense of Time SS 4.5 Uses language of time to describe familiar sequences of events.</p>
<p>Kindergarten: -K.1.4: Explain that calendars are used to represent the days of the week and months of the year.</p>	<p>SS 4 History & Sense of Time SS 4.5 Uses language of time to describe familiar sequences of events.</p>
Foundation 2: History and Events	
SS2.2: Demonstrate awareness of historical knowledge	

Infant: -	
Young Toddler: -Respond to stories about time and age	LLD 6 Reading Comprehension LLD 6.1 Interacts by reaching for or patting when a book is read. Holds a book and looks intently at each page. LLD 6.2 Points to pictures and repeats words from familiar stories. Answers “where” questions by pointing.
Older Toddler: -Begin to recall information from recent experiences	SS 4 History & Sense of Time SS 4.3 Describes events as they haPDen. Uses words such as first, then. SS 4.4 Recalls information and events from the past.
Young Preschooler: -Begin to communicate concepts of time	SS 4 History & Sense of Time SS 4.3 Describes events as they haPDen. Uses words such as first, then.
Older Preschooler: -Demonstrate the awareness of change over time	SS 4 History & Sense of Time SS 4.4 Recalls information and events from the past.
Kindergarten: -K.1.1: Compare children and families of today with those from the past.	SS 4 History & Sense of Time SS 4.7 Compares and contrasts current and historical conditions of familiar environments.
Foundation 2: History and Events	
SS2.3: Demonstrate awareness of the foundations of government	
Infant: -	

Young Toddler: -	
Older Toddler: -Begin to recognize familiar aspects of community or cultural symbols	SS 1 Culture & Community SS 1.3 Recognizes familiar symbols or artifacts of family traditions or customs. Identifies differences between self and others.
Young Preschooler: -Identify leaders and helpers in the home or classroom environment -Recognize familiar aspects of community or cultural symbols	SS 2 Civics & Economics SS 2.3 Recognizes and attends to authority figures. Recognizes ownership of familiar objects. SS 1 Culture & Community 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.
Older Preschooler: -Identify leaders and community helpers at home, school, and in environments -Identify symbolic objects and pictures of local, state, and/or national symbols	SS 1 Culture & Community 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.
Kindergarten: -K.2.1: Give examples of people who are community helpers and leaders and describe how they help us. -K.2.2: Identify and explain that the President of the United States is the leader of our country and that the American flag is a symbol of the United States.	SS 1 Culture & Community SS 1.6 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. SS 2 Civics & Economics SS 2.6 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.

Foundation 2: History and Events	
SS2.4: Demonstrate awareness of the functions of government	
Infant: -Demonstrate comfort in familiar routines, objects, and materials -Respond to adult guidance about behavior	SED 3 Attention & Persistence SED 3.2 Participates in daily routines or familiar activities. Attends to what others are looking at or pointing to. SS 2 Civics & Economics SS 2.1 Attends to others in an immediate environment. Grasps and releases objects.
Young Toddler: -Begin to understand and follow basic guidance	PD 3 Safety PD 3.3 Follows simple safety rules.
Older Toddler: -Begin to demonstrate an understanding of rules	SS 2 Civics & Economics SS 2.3 Recognizes and attends to authority figures. Recognizes ownership of familiar objects.
Young Preschooler: -Begin to demonstrate an understanding of rules in the home, school environment, and the purposes they serve	SS 2 Civics & Economics SS 2.4 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.
Older Preschooler: -Demonstrate an understanding of rules in the home, school environment, and the purposes they serve	SS 2 Civics & Economics SS 2.5 Applies familiar rules and suggests new rules in a variety of situations. Explores the use of trade to receive objects or services
Kindergarten: -K.2.3: Give examples of classroom and school rules and explain the importance of following these rules to ensure order and safety	SS 2 Civics & Economics SS 2.6 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.

	PD 3 Safety PD 3.5 Describes reasons for safety rules and reminds others to follow them.
Foundation 3: Geography Early learners develop foundational skills in learning and understanding the world in spatial terms and the relationship between society and the environment.	
SS3.1: Demonstrate awareness of the world in spatial terms	
Infant: -Begin to discover use of body and objects in the environment	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.
Young Toddler: -Begin to respond to simple location terms -Use a variety of materials to represent familiar objects	MR 2 Spatial Awareness 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.
Older Toddler: -Begin to use simple location terms -Experiment with materials to represent objects in play	MR 2 Spatial Awareness 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.
Young Preschooler: -Identify location, directionality, and spatial relationships -Begin to create simple representations of a familiar physical environment	MR 2 Spatial Awareness 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.

Older Preschooler: -Develop concepts and describe location, directionality, and spatial relationships -Engage in play where one item represents another	MR 2 Spatial Awareness 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.
Kindergarten: -K.3.1: Use words related to location, direction and distance, including here/there over/under, left/right, above/below, forward/backward and between. -K.3.2: Identify maps and globes as ways of representing Earth and understand the basic difference between a map and globe.	MR 2 Spatial Awareness MR 2.6 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. SS 3 Geography SS 3.6 Compares the geographic features of own community to another community. Recreates a map of something she cannot immediately see.
Foundation 3: Geography	
SS3.2: Demonstrate awareness of places and regions	
Infant: -Explore the immediate environment	SS 3 Geography SS 3.1 Responds to changes in the immediate environment. Navigates within a familiar environment.
Young Toddler: -Recognize parts of surroundings -Look toward location where familiar objects are stored with the expectation of finding them	SS 3 Geography SS 3.2 Recognizes familiar places. Finds ways to move around obstacles in a familiar environment.
Older Toddler: -Describe the characteristics of home and surroundings -Know the location of objects and places in familiar environments	SS 3 Geography SS 3.3 Identifies a variety of familiar places, such as the store, car, home or Grandma's. Follows a path.

Young Preschooler: -Identify and describe prominent features of the classroom, school, neighborhood, and community -Begin to learn knowledge of personal and geographic information	SS 3 Geography SS 3.4 Identifies a variety of familiar places, such as the store, car, home or Grandma's. Follow a path.
Older Preschooler: -Use words to describe natural and manmade features of locations -Become familiar with information about where they live and understand what an address is	SS 3 Geography 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.
Kindergarten: -K.3.3: Locate and describe places in the school and community. -K.3.4: Identify and describe the address and location of school; understand the importance of an address.	SS 3 Geography SS 3.6 Compares the geographic features of own community to another community. Recreates a map of something she cannot immediately see.
Foundation 3: Geography	
SS3.3: Demonstrate awareness of environment and society	
Infant: -	
Young Toddler: -Show interest in various aspects of the environment	SS 3 Geography SS 3.2 Recognizes familiar places. Finds ways to move around obstacles in a familiar environment. SCI 2 Natural & Earth Science SCI 2.2 Plays with rocks, sand, dirt or water. Reacts to animals or insects in an immediate environment. Understands hot and cold. Points at clouds and explores the feel of rain and wind.

Older Toddler: -Explore characteristics and ask questions about aspects of the environment	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.
Young Preschooler: -Begin to understand the relationship between humans and the environment	SCI 1 Investigation & Inquiry 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.
Older Preschooler: -Begin to describe the reciprocal relationship between humans and the environment	SCI 1 Investigation & Inquiry 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. SCI 2 Natural & Earth Science SCI 2.4 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.
Kindergarten: -K.3.7: Recommend ways that people can improve their environment at home, in school, and in the neighborhood.	SS 3 Geography SS 3.8 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 SS 4.7 Compares and contrasts current and historical conditions of familiar environments.
Foundation 4: Economics Early learners develop foundational skills in learning and understanding the functions of an economy.	

SS4.1: Demonstrate awareness of economics	
Infant: -Demonstrate preference for specific objects and people	SS 2 Civics & Economics SS 2.1 Attends to others in an immediate environment. Grasps and releases objects.
Young Toddler: -Communicate desire for objects and/or persons that are in the classroom or home -Imitate familiar roles and routines	SS 2 Civics & Economics SS 2.2 Participates in communal activities. Expresses a desire for an object or action. Says me, mine. SED 3 Attention & Persistence SED 3.2 Participates in daily routines or familiar activities. Attends to what others are looking at or pointing to.
Older Toddler: -Use props related to buying and selling items during play -Communicate wants and needs -Recognize various familiar workers in the community -Begin to role play different jobs	SS 2 Civics & Economics SS 2.3 Recognizes and attends to authority figures. Recognizes ownership of familiar objects. CA 4 Drama CA 4.4 Plays a role in group dramatic play. Uses an object as a replacement for a realistic prop or real object.
Young Preschooler: -Begin to understand the purpose of money and concepts of buying and selling through play -Develop an awareness that people work for money in order to provide for basic needs -Develop an awareness of the roles of various familiar community helpers/workers -Act out adult social roles and occupations	SS 2 Civics & Economics SS 2.4 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. SS 1 Culture & Community SS 2.1 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.

Older Preschooler: -Begin to understand the purpose of money and concepts of buying and selling through play -Develop an awareness that people work for money in order to provide for basic needs -Describe community helpers/workers in terms of tools/equipment they use and services/products they provide -Act out adult social roles and occupations	SS 2 Civics & Economics SS 2.5 Applies familiar rules and suggests new rules in a variety of situations. Explores the use of trade to receive objects or services. SS 1 Culture & Community 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.
Kindergarten: -K.4.1: Explain that people work to earn money to buy the things they want and need. -K.4.2: Identify and describe different kinds of jobs that people do and the tools or equipment used in these jobs. -K.4.4: Give examples of work activities that people do at home and at jobs.	SS 2 Civics & Economics SS 2.6 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. SS 1 Culture & Community SS 1.6 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.
Foundation 5: Citizenship Early learners develop foundational skills in understanding the expected behavior as a citizen in a democratic society.	
SS5.1: Demonstrate awareness of citizenship	
Infant: -Interact with the environment to make needs known	SS 2 Civics & Economics SS 2.1 Attends to others in an immediate environment. Grasps and releases objects.

Young Toddler: -Observe others carrying out routines and responsibilities and begin to imitate -Make choices known	SS 2 Civics & Economics SS 2.2 Participates in communal activities. Expresses a desire for an object or action. Says me, mine.
Older Toddler: -Participate in simple routines with adult support -Identify preferences	SS 2 Civics & Economics SS 2.4 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.
Young Preschooler: -Assist adults with daily routines and responsibilities -Choose simple daily tasks from a list of classroom jobs -Begin to initiate helping tasks -Demonstrate an understanding of how voting works	SS 2 Civics & Economics SS 2.5 Applies familiar rules and suggests new rules in a variety of situations. Explores the use of trade to receive objects or services. SS 2.6 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
Older Preschooler: -Demonstrate willingness to work together to accomplish tasks -Identify simple tasks within the home, early childhood setting, or community -Provide leadership in completing daily tasks -Demonstrate an understanding of the outcome of a vote	SS 2 Civics & Economics SS 2.6 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 SS 2.8 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.
Kindergarten: -	

CREATIVE ARTS FOUNDATIONS	
Foundation 1: Music Early learners develop foundational skills that support creative expression through voice, instruments, and objects.	
CA1.1: Demonstrate creative music expression	
Infant: -Respond to music by moving own body -Experiment with vocalizations and sounds -React to familiar songs or music -Participate in diverse musical genres and styles	CA 1 Music CA 1.1 Responds to sounds. Makes sounds to communicate feelings. CA 2 Dance & Movement CA 2.1 Moves body in a variety of ways. Uses body language to express feelings.
Young Toddler: -Respond to music by moving own body -Imitate sounds using voice or objects -Sing along to familiar songs -Make rhythmic patterns with objects -Participate in diverse musical genres and styles	CA 1 Music CA 1.2 Responds to changes in sound, rhythm, volume or melody. Repeats words in familiar songs and attempts to sing. CA 2 Dance & Movement CA 2.2 Moves body purposely. Sways or bounces to music. Uses purposeful gestures and body language to communicate.
Older Toddler: -Respond to music by moving own body -Experiment with vocalizations, sounds, and musical instruments -Initiate singing a song repeatedly -Produce rhythmic patterns to familiar songs -Participate in diverse musical genres and styles	CA 1 Music CA 1.3 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. CA 2 Dance & Movement

	CA 2.3 Follows the movements of others. Explores personal space and direction. Moves in own way to music and rhythm.
Young Preschooler: -Listen and respond to music -Participate in classroom experiences with musical instruments and singing to express creativity -Sing songs that use the voice in a variety of ways -Respond to rhythmic patterns in music -Describe feelings and reactions in response to diverse musical genres and styles	CA 1 Music 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. CA 2 Dance & Movement 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.
Older Preschooler: -Respond to changes heard in music -Use familiar rhymes, songs, chants, and musical instruments to express creativity -Sing songs that use the voice in a variety of ways -Respond to rhythmic patterns in music -Describe feelings and reactions in response to diverse musical genres and styles	CA 1 Music 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. CA 2 Dance & Movement 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.
Kindergarten: -K.6.1: Identify differences in musical sounds that are high or low, fast or slow, loud or soft, and demonstrate them through movement, verbal description, or pictures. K.1.4: Sing short memorized songs, maintaining a steady beat. -K.4.1: Create and play simple, rhythmic patterns with teacher guidance using body percussion or classroom instruments.	CA 1 Music CA 1.7 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. CA 2 Dance & Movement

-K.9.2: Experience music from various historical eras and cultures through singing, listening, or moving.	CA 2.6 Recalls a simple movement pattern and performs it individually or in a group. Expresses ideas, feelings and stories through creative movement.
Foundation 2: Dance Early learners develop foundational skills that support creative expression through movement.	
CA2.1: Demonstrate creative movement expression	
Infant: -Respond to music with body movements	CA 2 Dance & Movement CA 2.1 Moves body in a variety of ways. Uses body language to express feelings.
Young Toddler: -Use whole body to respond to music	CA 2 Dance & Movement CA 2.2 Moves body purposely. Sways or bounces to music. Uses purposeful gestures and body language to communicate.
Older Toddler: -Use dance for self expression	CA 2 Dance & Movement CA 2.3 Follows the movements of others. Explores personal space and direction. Moves in own way to music and rhythm.
Young Preschooler: -Convey ideas and emotions through creative movement expression (with or without music)	CA 2 Dance & Movement 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.
Older Preschooler: -Convey ideas and emotions through creative movement expression (with or without music) -Purposefully select movements that communicate ideas, thoughts, and feelings	CA 2 Dance & Movement 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.

Kindergarten: -K.1.1: Isolate various body parts through movement. -K.1.2: Explore the element of space through spatial components: shape, personal and shared space, locomotor and nonlocomotor/axial movement.	CA 2 Dance & Movement CA 2.6 Recalls a simple movement pattern and performs it individually or in a group. Expresses ideas, feelings and stories through creative movement.
Foundation 3: Visual Arts Early learners develop foundational skills that support creative expression through the process, production, and appreciation of visual art forms.	
CA3.1: Demonstrate creative expression through the visual art process	
Infant: -Explore simple art materials	CA 3 Visual Arts CA 3.1 Explores materials using gross motor movements and senses. Expresses emotions while exploring materials
Young Toddler: -Use simple art materials -Express preferences for certain art materials	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.
Older Toddler: -Enjoy repetition of materials and experiences	CA 3 Visual Arts CA 3.3 Explores a variety of artistic tools and media. Uses materials to create shapes and symbols.
Young Preschooler: -Use colors, lines, and shapes to communicate meaning	CA 3 Visual Arts 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.

Older Preschooler: -Identify and use colors, lines, and shapes found in the environment and in works of art	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.
Kindergarten: -K.7.1: Begin to recognize and use elements (such as line, shape, texture, and color) and principles (such as repetition) in artwork. -K.7.2: Discriminate between types of lines (characteristics), shapes (geometric), textures (tactile), and colors (primary/secondary hues) in own work and the work of others.	CA 3 Visual Arts 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.
Foundation 3: Visual Arts	
CA3.2: Demonstrate creative expression through visual art production	
Infant: -Respond to various textures and sensory materials <i>Also see English/Language Arts Foundation 3: Early Writing (ELA3.1)</i>	CA 3 Visual Arts CA 3.1 Explores materials using gross motor movements and senses. Expresses emotions while exploring materials
Young Toddler: -Explore a variety of media <i>Also see English/Language Arts Foundation 3: Early Writing (ELA3.1)</i>	CA 3 Visual Arts CA 3.2 Uses hands and feet to explore a variety of media. Scribbles, colors or paints intentionally on paper.
Older Toddler: -Use a variety of media	CA 3 Visual Arts CA 3.3 Explores a variety of artistic tools and media. Uses materials to create shapes and symbols.

Also see <i>English/Language Arts Foundation 3: Early Writing (ELA3.1)</i>	
Young Preschooler: -Progress in ability to create drawings, models, and other art using a variety of materials -Develop growing ability to plan, work independently, and demonstrate care in a variety of art Also see <i>English/Language Arts Foundation 3: Early Writing (ELA3.1)</i>	CA 3 Visual Arts 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.
Older Preschooler: -Progress in ability to create drawings, models, and other art using a variety of materials -Develop growing ability to plan, work independently and cooperatively, and demonstrate care and persistence in a variety of art Also see <i>English/Language Arts Foundation 3: Early Writing (ELA3.1)</i>	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.
Kindergarten: -K.6.1: Use objects or animals from the real world as subject matter for artwork. -K.6.2: Create art that expresses personal ideas, interests, and feelings.	CA 3 Visual Arts 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.
Foundation 3: Visual Arts	
CA3.3: Demonstrate creative expression through art appreciation	

Infant: -Show preference for particular visual stimuli	LLD 5 Concepts of Print LLD 5.1 Looks at or points to pictures. Opens and closes books.
Young Toddler: -Express likes or dislikes of certain colors or patterns -Look at pictures, photographs, and illustrations	CA 3 Visual Arts CA 3.2 Uses hands and feet to explore a variety of media. Scribbles, colors or paints intentionally on paper. LLD 4 Alphabetical Knowledge LLD 4.3 Recognizes the difference between pictures, letters and numbers in print. Recognizes the sound of the first letter in his/her name.
Older Toddler: -Communicate preferences while looking at pictures, photographs, and illustrations -Compare and contrast own creations and those of others	LLD 4 Alphabetical Knowledge LLD 4.3 Recognizes the difference between pictures, letters and numbers in print. Recognizes the sound of the first letter in his/her name.
Young Preschooler: -Observe and discuss art forms -Reflect on differences and preferences when encounters artwork -Share ideas about personal creative work	CA 3 Visual Arts CA 3.3 Explores a variety of artistic tools and media. Uses materials to create shapes and symbols.
Older Preschooler: -Observe and discuss art forms -Reflect on differences and preferences when encounters artwork -Share ideas about personal creative work	CA 3 Visual Arts 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.
Kindergarten: -K3.2: Construct possible meaning in works of art based on personal response and properties in the works. -K.5.1: Demonstrate curiosity and personal insight through observing and discussing works of art.	CA 3 Visual Arts 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.

Foundation 4: Dramatic Play Early learners develop foundational skills that support creative expression through dramatic play.	
CA4.1: Demonstrate creative expression through dramatic play	
Infant: -Engage in onlooker play -Begin to exhibit skills in solitary play -Begin to imitate the actions and expressions of caregivers -Begin to recognize that certain actions will draw responses	CA 4 Drama CA 4.1 Imitates simple movements and facial expressions. Responds to props or puppets. 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.
Young Toddler: -Engage in solitary play -Begin to exhibit skills in parallel play -Use objects as symbols for other things -Demonstrate simple character/animal sounds with motions	CA 4 Drama CA 4.2 Mimics observed behaviors and words. Mimics the use of familiar objects. SCI 4 Technology SCI 4.2 Begins to use simple tools purposefully, such as using a spoon to feed self.
Older Toddler: -Engage in parallel play -Begin to exhibit skills in associative play -Spontaneously pretend to take on the characteristics of a person, character, or animal -Express self through dramatic play	CA 4 Drama CA 4.3 Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects. Distinguishes between real and pretend. SED 3 Self-Regulation

	<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>
<p>Young Preschooler:</p> <ul style="list-style-type: none"> -Engage in associative and cooperative play -Use a variety of props to demonstrate themes about life experiences, ideas, and feelings -Participate freely in dramatic play experiences that become of increased duration and complexity 	<p>CA 4 Drama CA 4.4 Plays a role in group dramatic play. Uses an object as a replacement for a realistic prop or real object.</p> <p>LLD 6 Reading Comprehension 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.</p>
<p>Older Preschooler:</p> <ul style="list-style-type: none"> -Engage in associative and cooperative play -Role-play imaginary events and characters -Participate freely in dramatic play experiences that become of increased duration and complexity 	<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> <p>SED 4 Social Relationships 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>Kindergarten:</p> <ul style="list-style-type: none"> -K.3.1: Identify and describe the character, plot, and setting in stories. -K.1.1: Identify elements of theatre in everyday life, such as relationships (characters), clothes (costumes), locations (setting). -K.8.2: Imitate or create people, creatures, or things based on observation. 	<p>CA 4 Drama CA 4.6 With cues, performs a simple preplanned drama. Creates a setting, characters and events to tell a story.</p>

PHYSICAL HEALTH & GROWTH FOUNDATIONS	
Foundation 1: Health & Well-Being Early learners develop foundational skills that support healthy, safe, and nutritious practices.	
PHG1.1: Demonstrate development of healthy practices	
Infant: -Passively participate in health and hygiene-related behaviors initiated by an adult	PD 4 Personal Care PD 4.1 Receives appropriate healthcare from caregivers. Responds when physical needs are not met.
Young Toddler: -Participate with adult support in health and hygiene-related behaviors -Imitate personal health practices	PD 4 Personal Care 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.
Older Toddler: -Practice health and hygiene related behaviors with reminders -Imitate an experience of participating in a doctor or dentist visit	PD 4 Personal Care PD 4.3 With help, participates in healthy habits and healthcare routines. Names body parts. Describes basic personal needs.
Young Preschooler: -Demonstrate health and hygiene-related behaviors with reminders -Identify the difference between sick and well -Engage in sociodramatic play to demonstrate the roles of medical professionals	PD 4 Personal Care 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.
Older Preschooler: -Demonstrate health and hygiene-related behaviors with minimal prompting -Communicate practices that promote healthy living and prevent illness for self and family members	PD 4 Personal Care 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.

-Engage in sociodramatic play to demonstrate the roles of medical professionals	
Kindergarten: -K.1.1: Name healthy behaviors. -K.1.2: Identify that physical health is one dimension of health and wellness. -K.1.3: Tell ways to prevent the spread of germs. -K.2.1: Identify how family influences personal health practices.	PD 4 Personal Care PD 4.6 Regulates personal needs for nutrition, activity and rest with few reminders. When feeling sick, describe symptoms. Recognizes the difference between contagious and noncommunicable diseases.
Foundation 1: Health & Well-Being	
PHG1.2: Demonstrate development of safety practices	
Infant: -Use key adults as a secure base when exploring the environment -Seek reassurance from a trusted caregiver when encountering an unfamiliar person or object	PDD 3 Safety PDD 3.1 Expresses distress when needs are not met.
Young Toddler: -Demonstrate awareness of danger -Respond to adult direction to change behavior in order to avoid danger or prevent injuries	PDD 3 Safety PD 3.2 Responds to possible dangers in the environment and avoids them when prompted.
Older Toddler: -Demonstrate awareness of danger -Recall behaviors that prevent injuries -Respond to adult guidance and direction regarding safety	PDD 3 Safety PD 3.2 Responds to possible dangers in the environment and avoids them when prompted. PD 3.3 Follows simple safety rules.
Young Preschooler: -Identify ways to play safely -Follow simple safety rules while participating in activities	PDD 3 Safety PD 3.3 Follows simple safety rules. PD 3.4 Seeks opportunities to help others. Tries to solve own social problems.

Older Preschooler: -Demonstrate basic safety knowledge -Participate, with adult support, to develop safety rules for an activity	PDD 3 Safety PDD 3.5 Describes reasons for safety rules and reminds others to follow them.
Kindergarten: -K.1.4: State behaviors to prevent or reduce childhood injuries. -K.5.1: Identify and demonstrate an understanding of rules and safety practices for games and other physical activities. -K.5.2: Exhibit a willingness to follow basic directions for an active class. -K.7.2: Name behaviors that prevent injuries.	PDD 3 Safety PDD 3.5 Describes reasons for safety rules and reminds others to follow them. PDD 3.6 Applies general safety rules to a variety of everyday situations with little prompting.
Foundation 1: Health & Well-Being	
PHG1.3: Demonstrate development of nutrition awareness	
Infant: -Express when hungry or full -Show food preferences -Begin following a regular eating routine -Demonstrate awareness of different textures of food -Help with self feeding	PD 5 Nutrition PD 5.1 Cries when hungry or tired.
Young Toddler: -Express when hungry or full -Try new foods -Follow a regular eating routine -Feed self with some assistance	PD 5 Nutrition PD 5.2 Communicates when hungry, thirsty or tired. Feeds self some finger foods.
Older Toddler: -Express when hungry or full -Make simple food choices depending on personal and cultural preference	PD 5 Nutrition PD 5.3 Anticipates the need to eat, rest and drink. Feeds self soft foods with a spoon or other utensil.

<ul style="list-style-type: none"> -Communicate about various characteristics of food -Feed self with minimal assistance 	
Young Preschooler: <ul style="list-style-type: none"> -Respond to physical cues when hungry, full or thirsty -Demonstrate basic understanding that eating a variety of foods helps the body grow and be healthy -Distinguish between nutritious and less nutritious foods Independently feeds self 	PD 5 Nutrition PD 5.4 Identifies food and serves a portion into a bowl or plate. Feeds self.
Older Preschooler: <ul style="list-style-type: none"> -Respond to physical cues when hungry, full or thirsty -Communicate about variety and amount of foods needed to be healthy -Name food and beverages that help to build healthy bodies -Independently feeds self using utensils 	PD 5 Nutrition PD 5.5 Identifies food groups and sorts food. Chooses between two appropriate food options. PD 5.6 Identifies food that is nutritious. Helps to prepare food for others.
Kindergarten: -	
Foundation 2: Senses Early learners use the five senses to develop foundational skills that support processing information and understanding one's own body in relation to space and objects in space.	
PHG2.1: Demonstrate how the five senses support processing information	
Infant: <ul style="list-style-type: none"> -Manipulate objects to see what will happen 	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. SCI 3 Physical Science

	SCI 3.1 Uses senses to explore objects in an immediate environment. Kicks feet or shakes arms to make other objects move.
Young Toddler: -Try a new action with a familiar object	MR 2 Spatial Awareness 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.
Older Toddler: -Test objects to determine their purpose	SCI 1 Investigation & Inquiry SCI 1.1 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.
Young Preschooler: -Take things apart and attempt to put them back together	SCI 4 Technology SCI 4.4 Explores simple machines and interacts with simple electronic and screen toys.
Older Preschooler: -Take things apart and invent new structures using the parts	MR 2 Spatial Awareness MR 2.6 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.
Kindergarten: -	
Foundation 2: Senses	
PHG2.2: Demonstrate development of body awareness	
Infant: -Show awareness of own body and start to move intentionally -Interact with adults in physical activities	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.

	<p>PD 2 Fine Motor PD 2.1 Reaches for objects in sight. Uses arms or legs to make contact with an object.</p>
<p>Young Toddler:</p> <ul style="list-style-type: none"> -Identify basic body parts -Use trial and error to discover how the body and objects move through space -Use simple movement skills to participate in active physical play 	<p>LLD 1 Listening 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.</p> <p>PD 1 Gross Motor PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.</p>
<p>Older Toddler:</p> <ul style="list-style-type: none"> -Identify basic body parts -Demonstrate awareness of own body in space and in relationship to objects -Participate in active physical play and structured activities requiring spontaneous and instructed body movements 	<p>PD 4 Personal Care PD 4.3 With help, participates in healthy habits and healthcare routines. Names body parts. Describes basic personal needs.</p> <p>PD 1 Gross Motor PD 1.3 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against the body.</p> <p>MR 4 Measurement MR 4.2 Explores size and weight of objects in relation to self.</p>
<p>Young Preschooler:</p> <ul style="list-style-type: none"> -Identify and describe function of body parts -Demonstrate awareness of own body in relation to other people and objects through play activities -Participate in structured and unstructured active physical play exhibiting strength and stamina -Demonstrate basic understanding that physical activity helps the body grow and be healthy 	<p>PD 4 Personal Care 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 1 Gross Motor</p>


	PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects.
Older Preschooler: -Identify and describe function of body parts -Demonstrate awareness of own body in relation to other people and objects through play activities -Participate in structured and unstructured active physical play exhibiting strength and stamina -Demonstrate basic understanding that physical activity helps the body grow and be healthy	PD 4 Personal Care 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. PD 1 Gross Motor PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.
Kindergarten: -K.2.2: Demonstrate variations in moving with spatial, directional, and temporal awareness.	PD 1 Gross Motor PD 1.6 Skips confidently, gallops and slides side to side. Changes direction and speed of movement. PD 1.8 Uses conditioning methods to strengthen muscles and increase endurance. Coordinates multiple complex movements in continuous play.
Foundation 3: Motor Skills Early learners develop foundational skills that support the development of fine and gross motor coordination.	
PHG3.1: Demonstrate development of fine and gross motor coordination	
Infant: -Demonstrate hand-eye coordination and participate in a variety of activities to enhance coordination -Begin to develop coordination and balance, often with support -Develop control of head and back, progressing to arms and legs <i>Also see English/Language Arts Foundation 3: Early Writing (ELA3.1)</i>	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. PS 2 Fine Motor PD 2.1 Reaches for objects in sight. Uses arms or legs to make contact with an object.


<p>Young Toddler:</p> <ul style="list-style-type: none"> -Gain control of hands and fingers -Begin to develop coordination and balance, requiring less support <p><i>Also see English/Language Arts Foundation 3: Early Writing (ELA3.1)</i></p>	<p>PS 2 Fine Motor</p> <p>PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self.</p>
<p>Older Toddler:</p> <ul style="list-style-type: none"> -Use hand-eye coordination to manipulate smaller objects with increasing control -Develop coordination and balance -Develop gross motor control for a range of physical activities <p><i>Also see English/Language Arts Foundation 3: Early Writing (ELA3.1)</i></p>	<p>PS 2 Fine Motor</p> <p>PD 2.3 Opens, closes, twists and pulls objects with one or both hands.</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>Young Preschooler:</p> <ul style="list-style-type: none"> -Refine grasp to manipulate tools and objects -Demonstrate coordination and balance -Coordinate movements to perform a task <p><i>Also see English/Language Arts Foundation 3: Early Writing (ELA3.1)</i></p>	<p>PS 2 Fine Motor</p> <p>PD 2. 4 Manipulates objects with hands doing different things. Snips with scissors. Begins to string large beads.</p> <p>PD 1 Gross Motor</p> <p>PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects.</p>
<p>Older Preschooler:</p> <ul style="list-style-type: none"> -Perform fine-motor tasks that require small-muscle strength and control -Demonstrate coordination and balance in a variety of activities -Coordinate movements to perform a complex task <p><i>Also see English/Language Arts Foundation 3: Early Writing (ELA3.1)</i></p>	<p>PS 2 Fine Motor</p> <p>PD 2.5 Follows a straight line when cutting and drawing. Buttons, zips, buckles and laces.</p> <p>PD 1 Gross Motor</p> <p>PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.</p>
<p>Kindergarten:</p> <ul style="list-style-type: none"> -K.1.3: Perform basic manipulative skills. 	<p>PS 2 Fine Motor</p> <p>PD 2.6 Follows an outline with scissors. Ties shoes and dresses self.</p>

Foundation 3: Motor Skills	
PHG3.2: Demonstrate development of oral motor skills	
Infant- Younger Toddler- Older Toddler- Younger Preschooler: -Demonstrate continual progression in oral muscle tone, strength, and range of motion, leading to more complex oral movement and control	PD 1 Gross Motor: Builds strength, coordination and balance of large muscles. 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. PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects.
Older Preschooler: -	
Kindergarten: -	
Foundation 4: Personal Care Early learners develop foundational skills that support the independent care of one's self.	
PHG4.1: Demonstrate increased independence in personal care routines	
Infant: -Participate passively in dressing and undressing self	PD 4 Personal Care PD 4.1 Receives appropriate healthcare from caregivers. Responds when physical needs are not met.

Young Toddler: -Show interest in assisting with personal body care practices -Show interest in assisting with dressing and undressing self -Exhibit beginning awareness of toileting needs	PD 4 Personal Care 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.
Older Toddler: -Participate with adult support in personal body care practices -Participate with adult support in dressing and undressing self -Communicate toileting needs	PD 4 Personal Care PD 4.3 With help, participates in healthy habits and healthcare routines. Names body parts. Describes basic personal needs.
Young Preschooler: -Attend to personal body care practices with reminders -Independently dress and undress self -Independently attend to toileting needs	PD 4 Personal Care 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.
Older Preschooler: -Attend to personal body care practices with minimal adult support -Independently dress and undress self -Independently attend to toileting needs	PD 4 Personal Care 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.
Kindergarten: -	

Developmental Continuum of Skills


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
 Social & Emotional Development	SED 1 Self-Awareness	Explores self and others by using senses.	Recognizes self in photos or in a mirror.	Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family.	When given two to three options, chooses his/her most desired option.	Describes and compares preferences of self and others.	Negotiates to attain personal preference in a situation.	Predicts how self and others might feel in a variety of situations and explains why.	Demonstrates an understanding that each person is unique and has his/her own thoughts, feelings and preferences.
	SED 2 Self-Regulation	Calms with support from caregiver. Responds as caregiver takes care of his/her needs. Reacts to changes in routine.	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.	Experiments and role-plays with a range of emotions. Recognizes when the typical routine is not followed and identifies the change.	Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions.	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.	Identifies and explains personal feelings. Describes appropriate responses to different emotions. Transitions from one activity to the next and helps others through the transition.	Anticipates an emotional response that may result from a given situation. Describes strategies to adjust and calm oneself in new or stressful situations.	Applies strategies for managing own emotions and behaviors. Adapts to new situations quickly and with minimal stress.
	SED 3 Attention & Persistence	Focuses for a short time on a person, sound or thing. Shifts attention from one person or thing to another.	Participates in daily routines or familiar activities. Attends to what others are looking at or pointing to.	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.	Initiates an activity and seeks help to complete it. Practices or repeats an activity many times until successful.	Sustains focus for at least five minutes, persisting even if there are problems or distractions. Independently completes a familiar activity.	Sustains focus for at least 10 minutes even if there are distractions. Takes care of own needs and personal belongings.	Sustains focus for at least 30 minutes even if there are distractions. Shows respect for others' personal space and belongings.	Sustains focus for 45 minutes even if there are distractions. Takes care of self or another while considering the needs of the greater group.
	SED 4 Social Relationships	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.	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.	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.	Participates in group with those different than self. Asks adult to help solve problems. Explains why someone may be happy or sad.	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.	Describes friendships and meaningful relationships. Suggests solutions to group problems. Identifies feelings of others and responds accordingly.	Describes how to build positive relationships. Explains how roles within groups change over time. Shows empathy to those who are sad, lonely or discouraged.	Describes different types of relationships. Works collaboratively in group and encourages others to include or help another person. Demonstrates respect for people who may look or act differently.


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
 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.




Skill / Skill Code	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8
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	Skill / Skill Code	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8
	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.

Skill / Skill Code		Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8
 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.

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
 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.