



Alignment of the
Experience Early Learning Skills
with
Nevada Pre-Kindergarten Standards





The Developmental Continuum of the Experience Early Learning Skills

This document details the alignment of the **Nevada Pre-Kindergarten Standards**. For questions or comments about this alignment, please contact info@experienceearlylearning.com

The Experience Early Learning Skills are embedded within all Experience Early Learning curricula and resources, such as Experience Preschool Curriculum, Experience Toddler and Experience Baby Curriculum. They represent child development research and support the behavioral shifts that occur over time and trigger a reorganization of the child's cognitive, social, emotional and physical processes (Emde, 1989).

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

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



For more information about the research basis of the Experience Early Learning Skills please reference the Research Foundation Book, Edition 2.



Nevada Pre-Kindergarten Standards

Developmental Continuum of the Experience Early Learning Skills

Mathematics	
1.0: Numbers and Number Sense	
1.PK.3a. Recognize and read numerals 0-5.	MR 1 Number Sense 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.
1.PK.3b. Estimate the number of objects in a set of 5 and verify by counting.	MR 4 Measurement Estimates (not always logically) size and volume. Measures and describes findings. MR 1 Number Sense 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.
1.PK.3c. Match the number of objects in a set to the correct numeral 0 to 5.	MR 1 Number Sense 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.
1.PK.4a. Count to 10.	MR 1 Number Sense Identifies numerals to 10. Solves addition and subtraction problems within ten. Counts up to 20 objects.
1.PK.4b. Count to 10 by demonstrating one to one correspondence using objects.	MR 1 Number Sense Identifies numerals to 10. Solves addition and subtraction problems within ten. Counts up to 20 objects.
1.PK.5. Use concrete objects to combine and separate groups up to 5.	MR 1 Number Sense 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.

2.0: Patterns, Functions & Algebra	
2.PK.1 Sort objects by similar attributes (e.g., size, shape, and color)	MR 6 Classification After sorting objects by one feature, sorts again by a different feature.
2.PK.2 Recognize and replicate simple patterns (e.g., ABAB)	MR 5 Patterns Creates and extends two-step patterns. Creates and extends three- and four-step patterns and plays complex memory games.
2.PK.3 Compare sets of objects. Determine which set has more or less.	MR 4 Measurement Estimates (not always logically) size and volume. Measures and describes findings. MR 1 Number Sense 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.
3.0: Measurement	
3.PK.1 Compare objects by size to determine smaller and larger.	MR 4 Measurement Estimates (not always logically) size and volume. Measures and describes findings.
3.PK.4 Sort pennies and nickels.	MR 6 Classification After sorting objects by one feature, sorts again by a different feature.
3.PK.6 Identify day and night	SCI 1 Investigation & Inquiry 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.
4.0: Spatial Relationships, Geometry and Logic	
4.PK.1a Identify circles, triangles, and squares.	MR 3 Shapes Identifies four to six basic geometric shapes.

4.PK.1b Begin to recognize two and three dimensional shapes in the environment.	MR 3 Shapes Describes basic and complex two- and three-dimensional shapes using own words.
4.PK.2 Identify positions (e.g., in front, behind, next to, up, down, inside, outside, on top, ordinal positions).	MR 2 Spatial Awareness 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.
5.0: Data Analysis	
5.PK.1 Identify and sort information (e.g., interpret quantity in pictures).	MR 6 Classification Sorts objects by more than one feature and explains why. MR 7 Logic & Reason Uses previous knowledge to determine which solution to try first when solving a problem.

Science	
Nature of Science - Scientific Inquiry and Science, Technology, & Society	
N.PK1.a Observe their world.	SCI 1 Investigation & Inquiry 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.
N.PK1.b Ask questions about their world.	SCI 1 Investigation & Inquiry Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.
N.PK.2 Share ideas with others.	SCI 1 Investigation & Inquiry Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and

	<p>compares observations.</p> <p>LLD 2 Communication</p> <p>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>
N.PK.3 Use tools safely to observe and explore different objects/environments.	<p>SCI 4 Technology</p> <p>Explores movable parts on toys and tools. Uses on and off switches. Experiments with simple technology to solve problems or accomplish tasks.</p>
N.PK.4 Use patterns to predict or sort items.	<p>SCI 1 Investigation & Inquiry</p> <p>Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations</p> <p>MR 6 Classification</p> <p>Sorts objects by more than one feature and explains why.</p>
N.PK.5 Students work in small groups and share ideas with others regarding to science related activities.	<p>SCI 1 Investigation & Inquiry</p> <p>Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.</p> <p>SED 4 Social Relationships</p> <p>Participates in group with those different than self. Asks adult to help solve problems. Explains why someone may be happy or sad.</p>
Earth & Space Science- Atmospheric Processes and the Water Cycle; Solar System & Universe; Earth's Composition & Structure	
E.PK.1 Observe and identify weather from day to day	<p>SCI 2 Natural & Earth Science</p> <p>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.</p>
E.PK.2 Observe and identify water in different states.	<p>SCI 1 Investigation & Inquiry</p> <p>Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and</p>

	compares observations. 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.
E.PK.3 Students understand that the sun, moon, and stars can be seen in the sky.	SCI 3 Physical Science Experiments with and explains invisible forces, e.g., ramps, magnets. Manipulates matter and observes any physical changes that may occur. SCI 1 Investigation & Inquiry 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.
E.PK.4 Identify and sort different natural objects (e.g., rocks, soils, etc.).	SCI 2 Natural & Earth Science 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.
Physical Science- Matter and Forces & Motion and Energy	
P.PK.1 Sort objects according to observable properties (e.g., by shape and color).	SCI 3 Physical Science Experiments and compares the movements of various objects on a variety of surfaces. Classifies and sorts materials by a variety of physical properties. MR 6 Classification After sorting objects by one feature, sorts again by a different feature.
P.PK.2 Explore and demonstrate how objects move.	SCI 3 Physical Science 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.PK.3 Explore what happens to objects in relation to other forces (e.g., magnets, gravity, and water).	SCI 3 Physical Science Experiments with and explains invisible forces, e.g., ramps, magnets. Manipulates matter and observes any physical changes that may occur.
P.PK.4 Investigate how objects react when placed in water.	SCI 1 Investigation & Inquiry 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.PK.5 Identify hot and cold.	SCI 2 Natural & Earth Science

	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.
--	--

Life Science - Heredity; Structure of Life; Organisms and their Environment; Diversity of Life	
L.PK.1 Investigate animals and their offspring.	SCI 2 Natural & Earth Science 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.
L.PK.2 Explore and identify a variety of animals and plants.	SCI 2 Natural & Earth Science Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics. Notices changes in temperature or weather.
L.PK.3 Identify humans, animals, and plants.	SCI 2 Natural & Earth Science 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.
L.PK.4 Use the five senses to explore and investigate the natural world.	SCI 2 Natural & Earth Science Explores immediate environment using senses. Reacts to weather changes in immediate environment. SCI 1 Investigation & Inquiry 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.
L.PK.5 Identify the basic need for air, water and food.	SCI 2 Natural & Earth Science 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.

L.PK.6 Identify animals and their homes.	SCI 2 Natural & Earth Science 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.
L.PK.7 Identify and/or sort plants and animals by observable characteristics.	SCI 2 Natural & Earth Science 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. MR 6 Classification Sorts objects by more than one feature and explains why.
L.PK.8 Observe living and non-living things on Earth	SCI 2 Natural & Earth Science 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.
Language and Early Literacy	
1.0: Word Analysis	
1.PK.1 Identify words that rhyme.	LLD 3 Phonological Awareness Identifies the beginning and ending sounds of words.
1.PK.2 Identify the beginning sound of own name.	LLD 4 Alphabetical Knowledge Recognizes some common words in print, such as his/her name, mom, dad. Identifies six to seven letters and their sounds.
1.PK.3 Identify letters in own name	LLD 4 Alphabetical Knowledge Recognizes some common words in print, such as his/her name, mom, dad. Identifies six to seven letters and their sounds.
1.PK.4 Recognize environmental print and symbols.	LLD 5 Concepts of Print Identifies letters, words, spaces and some punctuation. Follows the direction of text.
1.PK.5. Demonstrate awareness that print carries a message.	LLD 5 Concepts of Print 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.
2.0: Reading Strategies	
2.PK.1 Identify the front cover of the book and know how to turn the pages when reading.	LLD 5 Concepts of Print Identifies the front/back and top/bottom of a book. Indicates where to start reading on each page
2.PK.2 Ask questions or make comments pertinent to the story being read.	LLD 2 Communication 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.
2.PK.3 Identify pictures to aid in comprehension.	LLD 6 Reading Comprehension Talks about pictures and ideas in familiar stories. Answers “what” questions about stories and books. Recalls the name of the main character.
3.0: Literary Text	
3.PK.1. Retell a story with the aid of pictures, props, or a book.	LLD 6 Reading Comprehension 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.
3.PK.5. Listen and respond to rhythm or rhyme, (e.g., clapping or chanting).	LLD 3 Phonological Awareness Imitates sounds and tones. CA 1 Music 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.
3.PK.6. With assistance, listen and respond to words with tone (e.g., poems and finger plays).	LLD 3 Phonological Awareness Imitates sounds and tones.
3.PK.7. With assistance, listen and discuss stories from different cultures and eras.	SS 1 Culture & Community 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.

	SS 4 History & Sense of Time Retells historical, fictional or past events or stories.
3.PK.8. Predict what will happen next in a story.	LLD 6 Reading Comprehension 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.
3.PK.9. Listen to age-appropriate material that makes connections to self and the world around them.	LLD 6 Reading Comprehension 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. 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.
4.0: Expository Text	
4.PK.1. Demonstrate and understand that printed material contains information (e.g., illustrations, graphs, and charts).	LLD 5 Concepts of Print Explains the difference between books that tell stories and those that give information.
4.PK.5a. Recall information from an event, text, or picture related to self and the world around them.	LLD 6 Reading Comprehension 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. 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.
4.PK.5b. Respond to or ask a question about an event, text, or picture.	LLD 6 Reading Comprehension 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.
4.PK.7. With teacher assistance, follow, a simple pictorial direction.	LLD 1 Listening 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.

5.0: Effective Writing	
5.PK.2a. Experiment with beginning techniques for using various writing materials.	LLD 7 Writing 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.
5.PK.2b. Trace and progress to copying basic shapes (e.g., horizontal line, vertical line, X, plus sign, circle, etc.).	LLD 7 Writing Uses fingers to grasp and manipulate drawing/writing tools with increasing control. Draws lines, circles or shapes and explains who or what they represent.
5.PK.4a. Use letter-like approximation to write name and/or other words or ideas.	LLD 7 Writing 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.
5.PK.4b. Attempt, with a model, to spell own first name.	LLD 7 Writing Legibly prints letters, numbers and symbols. Writes a string of simple sentences to tell a story or share information. Provides a concluding statement.
5.PK.4c. Attempt, with a model, to write the first letter of first name using the capital letter.	LLD 7 Writing Legibly prints letters, numbers and symbols. Writes a string of simple sentences to tell a story or share information. Provides a concluding statement.
6.0: Types of Writing	
6.PK.1. Experiment with writing tools and materials to communicate.	LLD 7 Writing 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.
6.PK.2. Experiment with writing tools and materials in response to a familiar experience.	LLD 7 Writing 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.
6.PK.4. Experiment with writing tools and materials in response to literature.	LLD 7 Writing 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.

6.PK.5. Share drawings with others as a response to an expository text.	LLD 7 Writing Uses fingers to grasp and manipulate drawing/writing tools with increasing control. Draws lines, circles or shapes and explains who or what they represent.
6.PK.6. Share ideas and opinions for class writing.	SED 1 Self- Awareness Negotiates to attain personal preference in a situation. LLD 2 Communication 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.
6.PK.7. Dictate words, phrases, or sentences to an adult recording on paper	LLD 2 Communication 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.
6.PK.9a. Organize ideas, through group discussion, with teacher assistance for the purpose of group research.	SED 1 Self- Awareness Negotiates to attain personal preference in a situation. LLD 2 Communication 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.
6.PK.9b. Identify and explore an area of interest.	SED 1 Self- Awareness Negotiates to attain personal preference in a situation.
6.PK.9c. Use, with teacher assistance, a variety of sources to obtain information.	LLD 7 Writing Explores writing materials. SCI 1 Investigation & Inquiry Predicts multiple outcomes to a question or situation and explains personal reasoning. Gathers information or experiments to prove/disprove a hypothesis.
7.0: Listening	

7.PK.1a. Listen for a variety of purposes with increasing attention span.	LLD 1 Listening 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. SED 3 Attention & Persistence Sustains focus for at least five minutes, persisting even if there are problems or distractions. Independently completes a familiar activity.
7.PK.1b. Listen to and follow a two-step oral direction with the use of formal and informal language.	LLD 1 Listening 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.
7.PK.2. Listen and respond appropriately to stories and group discussions.	LLD 1 Listening 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.
7.PK.3. Listen with increasing attention span to gain new vocabulary.	LLD 1 Listening 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. SED 3 Attention & Persistence Sustains focus for at least five minutes, persisting even if there are problems or distractions. Independently completes a familiar activity.
7.PK.5. Engage in conversation and sometimes follow conversational rules.	LLD 2 Communication 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.
8.0: Speaking	
8.PK.1 Speak with increasing clarity, ease and accuracy, and give clear directions.	LLD 2 Communication 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.

8.PK.2 Use and expand vocabulary to describe feelings, experiences, observations and ideas.	LLD 2 Communication 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.
8.PK.3a Engage in dramatic play to convey experiences, feelings, ideas, or stories.	CA 4 Drama 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.
8.PK.3b Speak in complete sentences using at least three words.	LLD 2 Communication 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.
8.PK.4a Initiate conversation and respond to others.	LLD 2 Communication 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.
8.PK.4b Share ideas and information from personal and share group experiences.	LLD 2 Communication 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.
8.PK.4c Ask and answer simple questions.	LLD 2 Communication 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.
8.PK.5 Use language to repeat simple stories, songs and rhymes, or to relate experiences.	LLD 2 Communication 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.
Social Studies	
H1: People, Cultures, and Civilizations	

H1.PK.1 Children begin to complete simple tasks together.	SED 4 Social Relationships 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.
H1.PK.2 Be exposed to stories of family members, local residents, and prominent figures.	SS 1 Culture & Community 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.
H1.PK.3 Share information about their family practices, customs, and culture.	SS 1 Culture & Community 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.
H2: Nation Building & Development	
H2.PK.1 Begin to recognize that problems can occur in groups.	MR 7 Logic & Reasoning Tries out many possible solutions to a problem.
H3: Social Responsibility & Change	
H3.PK.1 Begin to understand that differences exist between home and school.	SS 3 Geography Identifies different types of water bodies, streets, buildings and landmarks in own community. Recognizes symbols and landmarks. Explains how the physical features and characteristics of an environment affect how people live. Uses a variety of maps to gather information.
G5: The World in Spatial Terms	
G5.PK.1 Identify direction and location (e.g., up/down and above/below).	MR 2 Spatial Awareness 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.
G6: Places & Regions	
G6.PK.1 Identify different areas of the classroom and home.	SS 3 Geography Identifies a variety of familiar places, such as the store, car, home or

	Grandma's. Follows a path.
G6.PK.2 Begin to recognize characteristics that make them unique.	SED 1 Self Awareness Demonstrates an understanding that each person is unique and has his/her own thoughts, feelings and preferences.
G6.PK.3 Identify numbers and letters related to his/her address.	SS 3 Geography Identifies different types of water bodies, streets, buildings and landmarks in own community. Recognizes symbols and landmarks. LLD 5 Concept of Print Identifies letters, words, spaces and some punctuation. Follows the direction of text.
G7: Human Systems	
G7.PK.1 Begin to understand that people move to other places.	SCI 3 Physical Science Explains how common vehicles, animals and people move. Sorts objects by type of movement. Describes basic physical properties of objects including textures and colors. SCI 1 Investigation & Inquiry 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.
G8: Environment & Society	
G8.PK.1 Identify weather conditions (e.g. rain, sunshine, snow, fog).	SCI 2 Natural & Earth Science 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.
Ec9: The Market Economy	
Ec9.PK.1 Begin to understand that resources can be limited (e.g., turning off the water and lights when not using).	SCI 1 Investigation & Inquiry 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. MR 7 Logic & Reasoning Uses previous knowledge to determine which solution to try first when solving

	a problem.
Ec9.PK.2 Demonstrate the role of different jobs in the community.	SS 1 Culture & Community 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.
Ec10: The US Economy as a Whole	
Ec10.PK.1 Demonstrate the role of consumers and understand that money is exchanged for goods and/or services.	SS 2 Civics & Economics 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.
Ec11: The Dynamic Economy	
Ec10.PK.1 Decide between two choices involving classroom resources.	SS 2 Civics & Economics 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. SED 1 Self-Awareness When given two to three options, chooses his/her most desired option.
C13: Citizenship and the Law (Rules & Laws, Rights, Responsibilities, Symbols)	
C13.PK.1 Follow classroom and school rules.	SS 2 Civics & Economics 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.
C13.PK.2 Participate in group decision making.	SS 2 Civics & Economics 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.
C16: Global Relations	
C16.PK.1 Identify their teacher and peers by name	SS 1 Culture & Community 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.

	SED 4 Social Relationships 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.
Social/Emotional	
1.0: Self-Confidence	
1.PK.1a Make independent choices from diverse interest centers or activities.	SED 1 Self-Awareness When given two to three options, chooses his/her most desired option. SED 3 Attention & Persistence Sustains focus for at least five minutes, persisting even if there are problems or distractions. Independently completes a familiar activity.
1.PK.1b Select materials to use for individual expression.	CA 3 Visual Arts 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.
1.PK.2a Express ideas for activities; initiate and participate in discussions with teachers or peers.	LLD 2 Communication 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.
1.PK.2b Acknowledge actions and accomplishments verbally and nonverbally.	LLD 1 Listening 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.
1.PK.3 Re-engage in a task or activity after experiencing disappointment, frustration, or failure.	SED 3 Attention & Persistence Sustains focus for at least five minutes, persisting even if there are problems or distractions. Independently completes a familiar activity.
2.0: Self-Direction	
2.PK.1a Separate easily from parents(s)/caregivers(s)/significant adult(s).	SED 2 Self-Regulation 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.
2.PK.1b Move through routines and activities with minimal adult/teacher direction.	SED 2 Self-Regulation Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions. Applies strategies for managing own emotions and behaviors. Adapts to new situations quickly and with minimal stress.
2.PK.2 Demonstrate self-help skills (e.g., put blocks away, pour juice, use soap when washing hands).	PD 4 Personal Care 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.
2.PK.3a Use toys and materials with care.	PD 3 Safety Applies general safety rules to a variety of everyday situations with little prompting.
2.PK.3b Clean up or put away toys and materials when finished.	SED 3 Attention & Persistence Initiates an activity and seeks help to complete it. Practices or repeats an activity many times until successful.
3.0: Identification and Expression of Feelings	
3.PK.1 Identify a range of feelings (e.g., sadness, anger, fear, and happiness).	SED 2 Self-Regulation Experiments and role-plays with a range of emotions. Recognizes when the typical routine is not followed and identifies the change.
3.PK.2a Express feelings, needs or wants in appropriate ways.	SED 2 Self-Regulation Identifies and explains personal feelings. Describes appropriate responses to different emotions. Transitions from one activity to the next and helps others through the transition.
3.PK.2b Demonstrate awareness of feelings of others (e.g., gets blanket for friend and comforts him/her when he/she feels sad).	SED 4 Social Relationships 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.
4.0: Interactions with other children and adults	

4.PK.1a Demonstrate appropriate affection for teachers and friends.	SED 4 Social Relationships 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.
4.PK.1b Express common courtesy to others (e.g., saying “thank you”, “please” and “excuse me”, or passing a plate of cookies).	SED 4 Social Relationships 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.
4.PK.1c Respect rights and belongings of others (e.g., “It is my turn to use the bike, but you can have the bike when I am finished”).	SS 2 Civics & Economics 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.
4.PK.1d Demonstrate problem-solving skills (e.g. ask for help from an adult, talk about problems, talk about feelings relating to problems, and negotiate solutions).	MR 7 Logic & Reasoning Recognizes a problem and asks for help. Tries out many possible solutions to a problem.
4.PK.1e Be able to say and respond to first and last name.	LLD 1 Listening Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions. Follows related two-step directions given verbally.
4.PK.1f Be able to say parent’s or caregiver’s name.	LLD 2 Communication 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.
5.0: Pro-Social Behaviors	
5.PK.1a Play independently	SED 3 Attention & Persistence Sustains focus for at least five minutes, persisting even if there are problems or distractions. Independently completes a familiar activity.
5.PK.1b Play in pairs and small groups.	SED 4 Social Relationships Participates in group with those different than self. Asks adult to help solve problems. Explains why someone may be happy or sad.

5.PK.1c Engage in dramatic play.	CA 4 Drama Plays a role in group dramatic play. Uses an object as a replacement for a realistic prop or real object.
5.PK.1d Initiate play, or enter into play with a group of children already playing.	SED 4 Social Relationships 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.
5.PK.2a Participate in cooperative groups to complete a task.	SED 4 Social Relationships 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.
5.PK.2b Take turns with teacher support.	SED 4 Social Relationships 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.
5.PK.2c Share some of the time.	SED 4 Social Relationships 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. SS 2 Civics & Economics 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.
6.0: Attending and Focusing Skills	
6.PK.1a Attend to a task for at least 10 minutes.	SED 3 Attention & Persistence Sustains focus for at least 10 minutes even if there are distractions. Takes care of own needs and personal belongings.
6.PK.1b Move on to next activity without exhibiting signs of stress.	SED 2 Self-Regulation Identifies and explains personal feelings. Describes appropriate responses to different emotions. Transitions from one activity to the next and helps others through the transition.
6.PK.1c Use verbal and non-verbal conversation skills (e.g.,	LLD 1 Listening Shows understanding of some complex vocabulary. Asks what objects are

listening, letting a person finish speaking before taking a turn, staying with one topic, maintaining eye contact, etc.).	called. Listens to a story or request then responds appropriately. Follows unrelated two-step directions given verbally.
6.PK.1d Demonstrate ability to delay gratification to complete a larger task.	SED 3 Attention & Persistence Initiates an activity and seeks help to complete it. Practices or repeats an activity many times until successful.
Creative Expression	
1.0: Creative Thinking- Approaches to Learning through Creativity	
1.PK.1 Use a variety of approaches to solving problems.	MR 7 Logic & Reasoning Tries out many possible solutions to a problem.
1.PK.2 Use a variety of approaches to solving interpersonal problems in the classroom.	MR 7 Logic & Reasoning Tries out many possible solutions to a problem. PD 3 Safety Seeks opportunities to help others. Tries to solve own social problems.
1.PK.3 Adapt environment or abilities to reach a motor challenge, such as climbing or reaching an object.	MR 7 Logic & Reasoning Tries out many possible solutions to a problem. PD 1 Gross Motor Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.
2.0: Creative Thinking- Approaches to Learning through Motivation and Persistence	
2.PK.1 Select progressively more challenging tasks.	SED 3 Attention & Persistence Sustains focus for at least five minutes, persisting even if there are problems or distractions. Independently completes a familiar activity.
2.PK.2a Demonstrate ability to delay gratification to complete a larger task.	SED 3 Attention & Persistence Initiates an activity and seeks help to complete it. Practices or repeats an activity many times until successful.

2.PK.2b Express satisfaction when accomplishing a task and achieving a goal.	SED 3 Attention & Persistence Initiates an activity and seeks help to complete it. Practices or repeats an activity many times until successful.
2.PK.3 Demonstrate persistence by trying again when faced with challenges.	SED 3 Attention & Persistence Initiates an activity and seeks help to complete it. Practices or repeats an activity many times until successful.
3.0: Creative Thinking- Making Connections	
3.PK.1 Combine objects in a variety of ways.	MR 6 Classification Sort objects by one feature, such as size or color. Groups objects by common characteristics.
3.PK.2 Categorize experiences, people and ideas in a variety of ways.	MR 6 Classification Answers questions about data or objects sorted in up to three categories.
3.PK.3 Create stories and scenarios by combining experiences and ideas.	LLD 6 Reading Comprehension 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.
1.0: Music and Movement - Singing	
1.PK.1 Make a variety of sounds with their voices.	LLD 2 Communication Mimics single sounds. Uses vocalizations and gestures to communicate. CA 1 Music 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.
1.PK.2 Create and sing chants.	CA 1 Music 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.
1.PK.3a Recognize and select a variety of simple songs, finger	CA 1 Music

plays, musical games, and musical activities alone and with others.	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.
1.PK.3b Select and recognize a variety of songs from diverse cultures.	SS 1 Culture & Community 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.
2.0: Music and Movement - Playing Instruments	
2.PK.1 Play and identify a variety of musical instruments.	CA 1 Music 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.
2.PK.2 Participate in a rhythm instrument band.	CA 1 Music 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.
2.PK.4 Accompany simple music with rhythm instruments or clapping.	CA 1 Music 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.
3.0: Music and Movement - Improvisation	
3.PK.1 Improvise simple songs and rhythmic patterns using voice, body or instrument.	CA 1 Music 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.
3.PK.3 Take familiar songs and change the words, feelings, sound of voice or dynamics.	CA 1 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.
6.0: Music and Movement - Listening	
6.PK.1 Identify simple elements of music such as loud/soft and fast/slow.	CA 1 Music Responds to changes in sound, rhythm, volume or melody. Repeats words in familiar songs and attempts to sing.
7.0: Music and Movement - Evaluation	
7.PK.2 Demonstrate a preference in music.	CA 1 Music 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.
8.0: Music and Movement - Application to Life	
8.PK.2 Demonstrate math and language skills while participating in music.	CA 1 Music 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.
9.0: Music and Movement - Cultural and Historical Connections	
9.PK.1 Experience music from different cultures.	SS 1 Culture & Community 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.
10.0: Music and Movement - Cross-curricular	
10.PK.1a Move in a variety of ways to music to reinforce physical development basic movements (e.g., over, under, in, out, in and between).	CA 2 Dance & Movement Follows a leader to perform a simple movement pattern. Demonstrates the difference between spontaneous and planned movement. Creates movements based on own ideas. MR 2 Spatial Awareness 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.

10.PK.1b Move with and without music using a variety of props such as scarves, balloons, hoops, etc.	CA 1 Music 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. CA 4 Drama Plays a role in group dramatic play. Uses an object as a replacement for a realistic prop or real object.
10.PK.1c Respond to changes in tempo.	CA 1 Music 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.
1.0: Dramatic Play	
1.PK.1 Act out a role observed in his/her life experiences; for instance, mother, baby, doctor.	CA 4 Drama 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.
1.PK.2a Make up new roles from experiences and familiar stories.	CA 4 Drama 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.
1.PK.2b Direct peers and/or follow directions from peers in creating dramatic play scenarios.	CA 4 Drama 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.
1.PK.3 Act out roles that involve another child(ren) in related role; for instance, mother and baby, grocer and shopper.	CA 4 Drama 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.
1.PK.6 Use available materials as either realistic or symbolic props as part of dramatic play.	CA 4 Drama 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.
1.PK.7 Use dress-up clothes or costumes and other props in dramatic play.	CA 4 Drama Plays a role in group dramatic play. Uses an object as a replacement for a realistic prop or real object.

2.0: Dramatic Play	
2.PK.1 Distinguish between persons, animals, and objects by identifying characteristics (e.g., the sounds animals make).	CA 4 Drama Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.
2.PK.2 Imitate roles observed in child's life experiences.	CA 4 Drama 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.
2.PK.3 Assume the role of a familiar person or thing and talk in the language/tone appropriate for that person or thing.	CA 4 Drama 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.
3.0: Dramatic Play	
3.PK.3 Differentiate between pretend and real.	CA 4 Drama Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.
4.0: Dramatic Play	
4.PK.1 Begin to understand and identify similarities and differences between dramatic characters and real people.	CA 4 Drama Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects. Distinguishes between real and pretend. 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.
5.0: Dramatic Play	
5.PK.1 Use music, movement, and visual arts in dramatic play.	CA 4 Drama Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.
5.PK.3 Use language arts, math, science, and other disciplines in dramatic play (e.g., finger plays, counting, grocery store, life cycles).	CA 4 Drama Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.

1.0: Visual Arts: Knowledge	
1.PK.3 Use a variety of media, techniques, and processes in art activities that are of the child's creation without a model.	CA 3 Visual Arts Explores a variety of artistic tools and media. Uses materials to create shapes and symbols.
2.0: Visual Arts - Content	
2.PK.4 Identify color, shape, and texture through art experiences.	CA 3 Visual Arts Explores a variety of artistic tools and media. Uses materials to create shapes and symbols.
3.0: Visual Arts - Content	
3.PK.1 Recognize various art forms (e.g., photographs, statues, paintings, and drawings).	CA 3 Visual Arts Compares artistic techniques and creations of many artists. Creates art and explains why and how s/he chose specific materials and techniques.
3.PK.2 Create works that express or represent experiences, ideas, feelings, and fantasy using various media.	CA 3 Visual Arts Uses various tools and techniques to achieve desired artistic results. Creates art to express ideas, thoughts and feelings.
4.0: Visual Arts - Context	
4.PK.3 Create a work of art that expands on an experience, such as after a field trip or as a part of a cultural event.	CA 3 Visual Arts Demonstrates a variety of techniques using a given tool or medium. Creates arts to represent an idea or object. Explains how it was made.
5.0: Visual Arts - Interpretation	
5.PK.1 Recognize their own and others' artwork.	CA 3 Visual Arts Chooses an object or art tool to use with a given medium for a desired effect. Makes choices throughout the artistic process.
5.PK.2 Demonstrate respect for the artwork of others.	CA 3 Visual Arts Uses various tools and techniques to achieve desired artistic results. Creates art to express ideas, thoughts and feelings.

5.PK.3 Describe or respond to their own creative work or the creative work of others.	CA 3 Visual Arts Demonstrates a variety of techniques using a given tool or medium. Creates arts to represent an idea or object. Explains how it was made.
6.0: Visual Arts - Cross-Curricular	
6.PK.1 Use visual arts as a means to express their feelings, thoughts, knowledge and skills in content areas such as language arts, science, and math.	CA 3 Visual Arts Uses various tools and techniques to achieve desired artistic results. Creates art to express ideas, thoughts and feelings.
6.PK.2 Use visual arts in dramatic play, music, and movement activities.	CA 3 Visual Arts Demonstrates a variety of techniques using a given tool or medium. Creates arts to represent an idea or object. Explains how it was made.
Physical Development & Health Education	
1.0: Development of Motor Skills	
1.PK.1 Identify the basic vocabulary of simple movement patterns (e.g., walk, run, jump, hop, climb, etc.).	LLD 1 Listening 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.
2.0: Movement Forms	
2.PK.1 Demonstrate a basic form in walking, running, climbing, jumping, hopping, and walking up and down stairs.	PD 1 Gross Motor Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects.
2.PK.2 Perform a variety of large motor skills (e.g., throw a ball in purposeful direction, attempt to catch a large ball).	PD 1 Gross Motor 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.
2.PK.3 Balance on one foot for at least five seconds.	PD 1 Gross Motor Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects.
3.0: Dance	


3.PK.1 Demonstrate locomotor movements such as up, down, forward, and backward.	CA 2 Dance & Movement 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.
3.PK.2 Demonstrate the ability to follow basic movements (e.g., over, under, in, out, in between).	CA 2 Dance & Movement 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.
4.0: Health Enhancing Lifestyle	
4.PK.1 Engage in daily moderate to vigorous physical activity.	PD 1 Gross Motor 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.
5.0: Personal Responsibility	
5.PK.1 Participate appropriately during physical activities.	PD 1 Gross Motor 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. SED 3 Attention & Persistence 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.
5.PK.2 Demonstrate turn taking and cooperation during physical activities.	PD 1 Gross Motor 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. SED 4 Social Relationships Participates in group with those different than self. Asks adult to help solve problems. Explains why someone may be happy or sad.
5.PK.3 Interact positively with others regardless of personal differences (e.g., skill level, gender, race, and disability).	SED 4 Social Relationships Participates in group with those different than self. Asks adult to help solve


	<p>problems. Explains why someone may be happy or sad.</p> <p>SS 1 Culture & Community Names influential people and events that have impacted familiar cultures and traditions. Demonstrates respect for people who may look or act differently.</p>
5.PK.4 Participate in multi-cultural activities that enhance physical development (e.g., dance, games, and activities).	<p>SS 1 Culture & Community With help, participates in family traditions and customs.</p>
6.0: Fine Motor Skills	
6.PK.1 Demonstrate skills in eye-hand coordination (e.g., stacking, sorting, lacing toys, stringing beads, reproducing basic patterns, complete six-piece puzzle, Legos and peg-boards).	<p>PD 2 Fine Motor 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.</p>
6.PK.2 Demonstrate the muscle strength, dexterity, and control needed to manipulate items (e.g., scissors, writing utensil, paint brushes, play dough, buttons/snaps, etc.).	<p>PD 2 Fine Motor 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.</p> <p>LLD 7 Writing Uses fingers to grasp and manipulate drawing/writing tools with increasing control. Draws lines, circles or shapes and explains who or what they represent.</p>
6.PK.3 Use fingered or tripod grasp with drawing, painting or writing instruments.	<p>LLD 7 Writing 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>
1.0: Core Concepts-Health Promotion/Disease Prevention	
1.PK.1 Demonstrate personal hygiene skills (e.g., hand washing, independent toileting, etc.).	<p>PD 4 Personal Care 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.</p>
1.PK.2 Identify basic anatomy (e.g., eyes, nose, arms, legs, etc.).	<p>LLD 1 Listening 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>

1.PK.3 Identify healthy foods.	PD 5 Nutrition Identifies food that is nutritious. Helps to prepare food for others.
1.PK.5 Identify some safety rules (e.g., fire safety, traffic/pedestrian safety, dangerous objects/substances/activities, etc.).	PD 3 Safety Follows simple safety rules. Describes reasons for safety rules and reminds others to follow them.
1.PK.6 Demonstrate basic disease prevention skills (e.g., cover mouth/nose when sneezing/coughing, hand washing, etc.).	PD 4 Personal Care 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. Explains the importance of nutrition, exercise and rest in maintaining wellness. Maintains personal hygiene with few reminders.
1.PK.7 Recognize community health and safety helpers (e.g., police, firefighters, doctors).	SS 1 Culture & Community 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.
1.PK.8 Identify the basic need for air, water, and food.	PD 4 Personal Care 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. SCI 2 Natural & Earth Science 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.
3.0: Self-management	
3.PK.1 Identify and express basic feelings (e.g., happy, sad, angry, frightened, etc.).	SED 2 Self-Regulation 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.
3.PK.3 Identify potential hazards at home, school, and community.etc.).	PD 3 Safety Responds to possible dangers in environment and avoids them when prompted.

5.0: Interpersonal Communication	
5.PK.1 Seek adult assistance when injured and/or ill.	PD 4 Personal Care Receives appropriate healthcare from caregivers. Responds when physical needs are not met.


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.

Skill / Skill Code		Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8
 Mathematics & Reasoning	MR 1 Number Sense	Hears numbers in everyday context. Hears rote counting. Looks for an object that is taken out of sight.	Recognizes the numeral one and sees other numerals around the room. Repeats number words when heard. Demonstrates an understanding of one, two and more.	Recognizes numerals to three. Points to one object at a time while counting (not always in correct order). Creates groups of objects. Adds to and removes from group as prompted.	Identifies numerals to five. Counts up to ten objects. Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.	Identifies numerals to 10. Solves addition and subtraction problems within ten. Counts up to 20 objects.	Identifies and writes numerals to 20. Counts to 100 by ones and tens. Counts forward from a given number. Decomposes numbers less than or equal to 10 in more than one way, e.g., $7 = 3 + 4$ just as $7 = 2 + 5$.	Identifies and counts in sequence to 120 from a given number. Uses manipulatives to group and count units. Determines if a given addition or subtraction equation is true or false.	Compares and orders numerals to 1000. Identifies if a number is even or odd. Counts by fives, tens and hundreds to 1000. Adds and subtracts within 20. Solves addition or subtraction word problems.
	MR 2 Spatial Awareness	Plays with objects and toys that are a variety of shapes. Participates as caregiver raises arms or legs and says up/down. Tries to put one object inside another.	Purposely turns or spins objects. Follows simple positional directions such as on/off, over/under and up/down. Fills container then dumps out the contents.	Recognizes objects that are upside down and turns them right-side up. Finds or places objects next to, between, in front of or behind self. Puts together three pieces to create a whole object.	Matches two objects even if turned different ways. When prompted, places objects next to, between, in front of or behind objects not related to self. Uses a guide to assemble 12 puzzle pieces.	Identifies and corrects the orientation of familiar objects and symbols. Explains the location of an object in relation to another object. Assembles a puzzle without using a guide.	Identifies 2D and 3D shapes regardless of orientation. Makes simple maps or models to represent the location of objects. Creates complex shapes by putting together or taking apart other shapes.	Matches 2D to 3D shapes. Recognizes symmetry. Gives and follows positional instructions to find objects. Builds complex shapes from simpler shapes. Splits shapes into four equal parts.	Determines when shapes have been rotated or flipped. Uses representations, coordinate systems and maps. Separates a shape into halves, thirds and fourths.
	MR 3 Shapes	Manipulates objects that are a variety of shapes.	Matches two identical shapes.	Identifies a few basic shapes.	Identifies four to six basic geometric shapes.	Describes basic and complex two- and three-dimensional shapes using own words.	Describes objects in the environment as two- and three-dimensional shapes.	Describes and draws defining features of shapes.	Identifies and draws complex shapes.
	MR 4 Measurement	Recognizes when to use whole hand or just two fingers to pick up an object.	Explores size and weight of objects in relation to self.	Determines which object is bigger (heavier, longer) when given two objects.	Uses nonstandard measurement tools to estimate approximate size or volume. Verifies estimation with help.	Estimates (not always logically) size and volume. Measures and describes findings.	Makes logical estimates and uses measurement tools to check estimation.	Explains which measurement tool makes the best sense for the object being measured. Tells time in hours and half-hours.	Tells time. Estimates length in inches, feet, centimeters or meters. Measures an object using a variety of measurement standards.
	MR 5 Patterns	Plays predictable activities with caregivers such as pat-a-cake and peekaboo.	Attempts to mimic vocal and physical patterns.	Copies patterns with two steps, such as red-blue, red-blue.	Creates and extends two-step patterns.	Creates and extends three- and four-step patterns and plays complex memory games.	Determines the missing piece of a pattern within a set sequence. Recognizes simple patterns in the environment.	Creates or extends increasing or decreasing patterns.	Develops and explains his/her own formula for creating a variety of patterns.
	MR 6 Classification	Recognizes familiar people and objects. Recognizes self as being separate from others.	When shown one object, finds the match. Identifies and names familiar people, characters and animals.	Sort objects by one feature, such as size or color. Groups objects by common characteristics.	After sorting objects by one feature, sorts again by a different feature.	Sorts objects by more than one feature and explains why.	Identifies, sorts and classifies objects by at least two features.	Answers questions about data or objects sorted in up to three categories.	Uses graphs and charts to represent data sorted in up to four categories.
	MR 7 Logic & Reasoning	Reacts to a problem and seeks a desired outcome.	Experiments with cause and effect.	Recognizes a problem and asks for help.	Tries out many possible solutions to a problem.	Uses previous knowledge to determine which solution to try first when solving a problem.	Mentally eliminates possible solutions to a problem by thinking through their potential results.	Explains the sequence of his or her problem-solving strategy.	Solves hypothetical problems by connecting personal experiences to possible solutions.

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.