



*Alignment of the*  
**Experience Early Learning Skills**  
*with*  
**NAEYC Early Learning Program**  
**Accreditation Standards**





## The Developmental Continuum of the Experience Early Learning Skills

This document details the alignment of the **NAEYC Early Learning Program Accreditation Standards**. For questions or comments about this alignment, please contact [info@experienceearlylearning.com](mailto:info@experienceearlylearning.com)

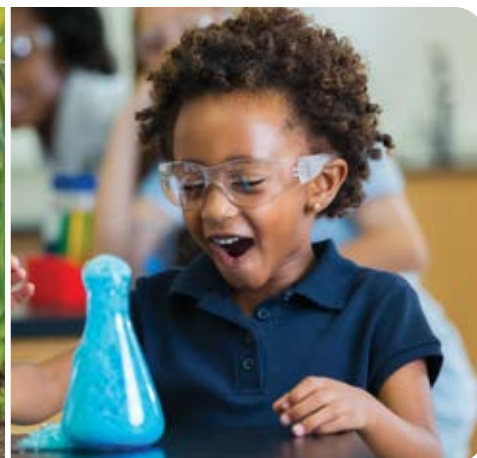
The Experience Early Learning Skills are embedded within all Experience Early Learning curricula and resources, such as Experience Preschool Curriculum, Experience Toddler and Experience Baby Curriculum. They represent child development research and support the behavioral shifts that occur over time 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](http://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.



**NAEYC Early Learning Program Accreditation Standards  
and Assessment Items -2019**

**Experience Early Learning Curriculum Framework,  
Research Foundation**

<p><b>STANDARD 2 (Page 19)</b>  <b>Curriculum</b>  <b>Definition of Standard 2—Curriculum</b>  <i>The program implements a curriculum that is consistent with its goals for children and that promotes learning and development in each of the following areas: social, emotional, physical, language, and cognitive.</i></p>	<p><b>Curriculum Design</b>  <i>Experience Early Learning (EEL) is a comprehensive curriculum that is based on the latest research in the field of early childhood education. The EEL Curriculum is intentionally designed to support the development of skills across eight domains including: 1. Social-emotional 2. Physical 3. Language and Literacy 4. Math and Reasoning 5. Science 6. Social Studies 7. Creative Development 8. Second Language Acquisition</i></p>
<p><b>2.A—Essential Characteristics</b></p>	
<p><b>Topic 2.A</b> <i>Addresses the necessity for a clear, coherent philosophy and explicit educational goals for meeting the learning and developmental needs of all children in an early childhood program. It emphasizes effective use of groupings, settings, and schedules and the importance of materials that reflect not only the lives of the children and families in the program but also the diversity found in society.</i></p>	<p><b>Experience Early Learning Curriculum Framework</b>  <b>Curriculum Design- •Applies the latest research and theory into practice</b>  <i>The Early Learning curriculum is grounded in child development research and shaped by constructivist learning theories. The Experience Early Learning curriculum offers educators practical methods for engaging children in the learning process and supports educators to observe children, document learning, identify a child's interests and cultural background, and then adapt suggested activities and experiences to best connect with the child's strengths, needs and interests.</i></p>
<p><b>Recommended Best Practices</b></p>	
<p><b>2.A.1</b> All programs should have a written statement of philosophy guiding their educational goals. A comprehensive, age-appropriate curriculum guides teachers' development and intentional implementation of learning opportunities that are consistent with the program's goals and objectives for children of all ages.</p>	<p><b>Experience Early Learning Research Foundation:</b>  Experience Early Learning specializes in the development and publishing of research-based curriculum, books, music and authentic assessment tools for early childhood teachers and parents around the world. Our mission is to inspire children to experience learning through</p>

	<p>creative expression, play and open-ended discovery. We believe educational materials that invite children to participate with their whole self (mind, body and spirit) support ongoing development and encourage children to become the authors of their own unique learning stories.</p>
<p><b>2.A.2</b> The written curriculum framework should provide a coherent focus for planning children's experiences. It should also allow for adaptations and modifications to ensure access to the curriculum for all children.</p>	<p><b>Experience Early Learning Curriculum Framework</b>  <b>Curriculum Design:</b>  Activities, projects and extended learning experiences are intentionally planned to invite children to explore their own curiosities while encouraging them to naturally apply multiple skills throughout the learning experience.</p> <p><b>Experience Early Learning Curriculum Framework</b>  <b>Curriculum Design- • Supports the development of 35 skills</b>  The Experience Curriculum System supports the on-going growth and development of children along the EEL Developmental Continuum of Skills with sequenced benchmark indicators from birth through level 8. The Experience Curriculum System includes the Experience Baby Curriculum, Experience Toddler Curriculum, and the Experience Preschool Curriculum.</p> <p>Each curriculum program is written to support a child's development of the 35 skills along 2 developmental benchmarks within Experience Early Learning Developmental Skill Continuum.</p> <ul style="list-style-type: none"> <li>• Experience Baby Curriculum provides scaffolded supports for skill benchmarks 1 and 2.</li> <li>• Experience Toddler Curriculum provides scaffolded supports for skill benchmarks 2 and 3</li> <li>• Experience Preschool Curriculum with the content provided in the Little Goose Guidebook offers scaffolded supports for skill benchmarks 3 and 4.</li> </ul>
<p><b>2.A.3</b> A comprehensive curriculum includes content, concepts, and activities that foster social, emotional, physical, language, and cognitive development. Curriculum for cognitive development includes</p>	<p><b>Experience Early Learning Curriculum Framework</b>  <b>Curriculum Design- • Supports the development of 35 skills</b></p>

<p>key areas: literacy, mathematics, science, technology, social studies, health and safety, creative expression, and appreciation of the arts.</p>	<p>EEL Curriculum supports the development of 35 skills across 7 domains of learning. An eighth domain features an additional section to outline the learning goals for children who are in the process of acquiring a second language. Each skill includes a set of observable learning goals. We believe child development is a dynamic and gradual process.</p>
<p><b>2.A.4</b> The curriculum can be implemented in a way that reflects:</p> <ol style="list-style-type: none"> <li>a. family values, beliefs, experiences, cultures, and</li> <li>b. languages of all enrolled children.</li> </ol>	<p><b>Experience Early Learning Curriculum Framework</b>  <b>Curriculum Design:</b>          With Experience Early Learning, educators frame experiences around thematic studies to help children link past and new knowledge within a playful story platform. Thematic studies reinforce real-world connections and help children learn about themselves, their families, diverse communities, natural habitats and how they fit within the big, beautiful world.</p>
<p><b>2.A.5</b></p> <ol style="list-style-type: none"> <li>1) Teachers can rely on the curriculum goals and objectives to inform their ongoing assessment of children's progress.</li> <li>2) The curriculum should provide guidance to teachers about how to integrate assessment information with curriculum goals in order to create individualized learning experiences in the classroom.</li> </ol>	<p><b>Experience Early Learning Curriculum Framework</b>  <b>ASSESSMENT</b>          The Experience Early Learning assessment model invites educators to:</p> <ul style="list-style-type: none"> <li>• Observe through authentic strategies.</li> <li>• Record a child's developmental progress over time.</li> <li>• Make learning visible and inform planning.</li> <li>• Use technology to organize and share documentation.</li> </ul> <p>• <b>Observe through authentic strategies.</b>          Experience Early Learning offers a linked assessment system. This means that assessment and curriculum planning are aligned. Experience Early Learning's lesson plans clearly identify which skills are integrated within a given learning activity. As children participate in the activity, educators observe the child's use of the identified skills and document their observations with anecdotes, work samples and progress monitoring reports.</p> <p><b>Experience Early Learning Curriculum Framework</b>  <b>Curriculum Design- • Supports the development of 35 skills</b></p>

	<p>Each program is based on developmental levels rather than age because age is not always an indicator of a child's level. Each program intentionally overlaps within the developmental continuum so that children have a smooth transition from one program to the next and also can be supported even if their development in one domain is different than another domain. This allows educators to select a curriculum level based on development rather than on age.</p>
<p><b>2.A.6</b></p> <p>1) The curriculum should allow for the development of a daily schedule that is predictable, yet flexible and responsive to the individual children's needs. The daily schedule must:</p> <ul style="list-style-type: none"> <li>a. Include both indoor and outdoor experiences,</li> <li>b. Sufficient time and support for transitions, and</li> <li>c. Periods of rest and active play.</li> </ul> <p>2) For toddlers, twos, preschoolers, and kindergartners, the schedule should provide time for:</p> <ul style="list-style-type: none"> <li>a. Creative expression,</li> <li>b. Large and small group activities, and</li> <li>c. Child-initiated activities.</li> </ul>	<p><b>Experience Early Learning Curriculum Framework</b></p> <p><b>ROUTINES</b></p> <p>Young children flourish in environments that create routine and where the daily schedule includes large group, small group, and individual discovery experiences. We believe children have a greater chance of success in learning when offered a variety of experiences with a balance of both teacher- and child-initiated activities. We encourage flexibility of routine to allow time for children to lead the depth and direction of investigation. Within each Experience Early Learning activity, educators follow a routine of first asking children to share background knowledge and individual curiosities; then while exploring the activity, the teacher guides them in making connections and reflecting on learning.</p> <p>The Experience Early Learning Curriculum also offers many creative ways for educators to create smooth transitions throughout the day to encourage a child's sense of self-direction and regulation. A child's ability to manage oneself and have self-control over their actions and emotions is essential for competent functioning throughout life (Shonkoff &amp; Phillips, 2000). Routines encourage a child's sense of ownership and belonging within a community. Experience Early Learning curriculum helps educators implement routines and opportunities for children to be meaningful contributors to the learning community and environment.</p> <p>Experience Early Learning curriculum helps educators establish routines that:</p> <ul style="list-style-type: none"> <li>• Balance teacher- and child-initiated activities.</li> </ul>

	<ul style="list-style-type: none"> <li>• Allow time for individual, small and group learning.</li> <li>• Encourage a sense of belonging.</li> <li>• Use questions and reflection to link learning.</li> <li>• Use music and fingerplays to create smooth transitions</li> <li>• Link unplanned teachable moments to planned experiences.</li> </ul>
<p><b>2.A.8</b></p> <ol style="list-style-type: none"> <li>1) Curriculum materials should represent: <ol style="list-style-type: none"> <li>a. the diverse cultures,</li> <li>b. languages,</li> <li>c. ages,</li> <li>d. abilities, and</li> <li>e. genders found in society as a whole.</li> </ol> </li> <li>2) Include materials and equipment that accommodate children's individual needs and special needs.</li> <li>3) The Materials and equipment should: <ol style="list-style-type: none"> <li>a. Provide for children's safety while also being appropriately challenging.</li> <li>b. Be interactive and encourage exploration, experimentation, and discovery.</li> <li>c. Be readily accessible to children (To encourage and support independent use)</li> <li>d. Change over time to reflect current curriculum concepts and content (To support children's developing interests and skill levels)</li> </ol> </li> </ol>	<p><b>Experience Early Learning Curriculum Framework</b>  <b>ENVIRONMENT DESIGN</b></p> <p>Experience Early Learning curriculum provides materials that allow children to construct knowledge by acting on their environment. We also provide resources that reflect diversity in order to build tolerance and a culture of respect for differences. We provide technology resources and materials to enhance the learning environment and enrich and extend the overall curriculum. The environment influences a child's development and should reflect his interests, needs and encourage a sense of belonging (Bronfenbrenner, 1979). Experience Curriculum provides materials that allow children to construct knowledge by acting on their environment. We also provide resources that reflect diversity in order to build tolerance and a culture of respect for differences. Educators are supported to include artifacts from their children's home cultures and evolve the materials based on their children's emerging interests over time.</p> <p><b>Experience Early Learning Curriculum Framework</b>  <b>ARTS-INFUSED MODEL</b> • Promotes inclusion of all children.</p> <p>Experience Early Learning curriculum is designed to be inclusive of all children and embrace each child's diverse learning style as well as his unique physical, cultural, linguistic, and socio-economic attributes. All children need to feel included as valued members of the community (Tabors, 2008).</p> <p>The EEL arts-infused curricular model allows children to participate and experience activities in many different ways according to skill level, language and physical ability.</p> <p>We embed suggestions throughout the EEL lesson plan book on how to adapt activities for children with tactile sensitivities, motor delays,</p>



	ESL learning, or cognitive delays. Educators can easily modify our creative activities to match the learning goals and needs of each child.
<p><b>2.A.9</b> The materials and equipment used to implement the curriculum in infants', toddlers', and twos' classrooms should:</p> <ul style="list-style-type: none"> <li>a. Encourage exploration, experimentation, and discovery and</li> <li>b. Promote physical development through self-initiated movement.</li> </ul>	<p><b>Experience Early Learning Curriculum Framework</b>  <b>ENVIRONMENT DESIGN • Includes developmentally appropriate learning materials.</b></p> <p>The Experience Curriculum offers a range of developmentally appropriate materials that foster investigation, open-ended exploration and inquiry. Children construct knowledge from their own personal experiences with people and objects in their environment and file away their understandings in their mental schemas. As children grow and develop, their mental schemas evolve to incorporate new information about their environment and experiences. Experience Curriculum encourages educators to set up the environment to allow hands-on discovery across all domains of learning.</p>
<b>2.B—Social and Emotional Development</b>	
<p><i><b>Topic 2.B</b> addresses formal and informal plans as well as opportunities for fostering children's healthy social and emotional growth through the development of friendships, self-regulation skills, empathy, and the ability to resolve conflict in positive ways.</i></p>	<p><b>Experience Early Learning Research Foundation:</b>  <b>Social and emotional development</b></p> <p><i>Refers to a child's ability to identify feelings, self-regulate and build relationships. High-quality relationships correlate to positive outcomes for young children.</i></p>
<b>Recommended Best Practices</b>	
<p><b>2.B.1</b> All children have varied opportunities to engage throughout the day with teaching staff who:</p> <ul style="list-style-type: none"> <li>a. are attentive and responsive to them and who</li> <li>b. facilitate their social competence and their ability to learn through interacting with others.</li> </ul>	<p><b>Experience Early Learning Research Foundation:</b>  <b>Social &amp; Emotional Development</b>  <b>SED 1 Self-Awareness</b> Shows awareness of self as distinct from others. Expresses needs, wants and preferences.</p>
<p><b>2.B.2</b> Children have varied opportunities to recognize and name their feelings and the feelings of others.</p>	<p><b>Experience Early Learning Research Foundation:</b>  <b>Social &amp; Emotional Development</b>  <b>SED 2 Self-Regulation:</b> Identifies feelings and manages behavior in times of stress. Exhibits self-control and ability to calm self. Reacts to</p>



	changes in routine.
<b>2.B.3</b> Children have varied opportunities to learn the skills needed to regulate their emotions, behavior, and attention.	<p><b>Experience Early Learning Research Foundation:</b>  <b>Social &amp; Emotional Development</b>  <b>SED 2 Self-Regulation:</b> Identifies feelings and manages behavior in times of stress. Exhibits self-control and ability to calm self. Reacts to changes in routine.  <b>SED 3 Attention &amp; Persistence:</b> Maintains attention on people, things and projects. Persists in understanding and mastering activities, even if challenging.</p>
<b>2.B.4</b> Children have varied opportunities to develop a sense of competence and positive attitudes toward learning, such as persistence, engagement, curiosity, and mastery.	<p><b>Experience Early Learning Research Foundation:</b>  <b>Social &amp; Emotional Development</b>  <b>SED 3 Attention &amp; Persistence:</b> Maintains attention on people, things and projects. Persists in understanding and mastering activities, even if challenging.</p>
<b>2.B.5</b> Toddlers and older children have varied opportunities to develop skills for entering into social groups, developing friendships, learning to help, and using other prosocial behaviors.	<p><b>Experience Early Learning Research Foundation:</b>  <b>Social &amp; Emotional Development</b>  Children demonstrate social relationship skills by connecting, cooperating, caring and responding to the needs of others  <b>SED 4 Social Relationships:</b> Develops close bonds/relationships with adults and builds peer friendships. Identifies and respects differences in others' abilities, characteristics, feelings and interests. Participates in group activities, takes turns, shares and negotiates with others.</p>
<b>2.B.6</b> Children have varied opportunities to: <ul style="list-style-type: none"> <li>a. interact positively, respectfully, and cooperatively with others;</li> <li>b. learn from and with one another; and</li> <li>c. resolve conflicts in constructive ways.</li> </ul>	<p><b>Experience Early Learning Research Foundation:</b>  <b>Social &amp; Emotional Development</b>  <b>SED 4 Social Relationships:</b> Develops close bonds/relationships with adults and builds peer friendships. Identifies and respects differences in others' abilities, characteristics, feelings and interests. Participates in group activities, takes turns, shares and negotiates with others.</p>
<b>2.B.7</b> Children have varied opportunities to learn to understand,	<b>Experience Early Learning Research Foundation:</b>

empathize with, and take into account other people's perspectives.	<b>Social &amp; Emotional Development</b> <b>SED 4 Social Relationships:</b> Develops close bonds/relationships with adults and builds peer friendships. Identifies and respects differences in others' abilities, characteristics, feelings and interests. Participates in group activities, takes turns, shares and negotiates with others.
<b>2.C—Physical Development</b>	
<i>Topic 2.C addresses program plans, materials, and equipment for the support of children's large motor development.</i>	<b>Experience Early Learning Research Foundation:</b> <b>Physical &amp; Motor Development</b> <i>Refers to a child's gross and fine motor skills. Children require adequate nutrition, fitness and personal care to support healthy growth and motor development.</i>
<b>Recommended Best Practices</b>	
<b>2.C.1</b> Young children achieve mastery of their bodies through self-initiated movement. For infants, toddlers, and twos, gross motor development is promoted by providing an environment that allows them to move freely.	<b>Experience Early Learning Research Foundation:</b> <b>Physical &amp; Motor Development</b> From birth, children are naturally motivated to move and be mobile. Just as movement and exercise are important contributors to the physical and mental health of adults, movement and exercise are extremely important for the motor development of infants and children. In infancy, kicking and playing with feet, rolling over to get a toy and using strength to sit independently all build strong muscles to support later walking, running and upper body strength. Frequent opportunities for movement can also help to strengthen a child's immune system, improve sleep, and help to ease stress and frustration ( Jensen, 1998)
<b>2.C.2</b> Babies and toddlers need to have many different kinds of opportunities to practice emerging skills in: <ul style="list-style-type: none"> <li>a. coordination, movement and balance, and</li> <li>b. sensory–motor integration through activities such as stacking blocks or rings, crawling through tunnels, copying visual cues, or completing simple puzzles.</li> </ul>	<b>Experience Early Learning Research Foundation:</b> <b>Physical &amp; Motor Development</b> <b>PD 1 Gross Motor:</b> Builds strength, coordination and balance of large muscles. <b>PD 2 Fine Motor:</b> Builds strength and coordination of small movements in hands to pick up, squeeze, twist, cut and manipulate

	tools and toys.
<p><b>2.C.3</b></p> <p>1) Preschoolers and kindergartners should be given equipment they can use to engage in large motor experiences that stimulate a variety of skills. Their physical development goals are to develop:</p> <ul style="list-style-type: none"> <li>a. balance, strength, and coordination and</li> <li>b. to enhance sensory–motor integration.</li> </ul> <p>2) These older children need physical experiences ranging from familiar to new and challenging such as traffic cone bike courses, impromptu obstacle courses, and sprinklers. It is time for them to learn physical games that have rules and structure (such as hokey pokey, Simon says, red light/green light)</p> <p>3) Children with varying abilities must be able to have large motor experiences similar to those of their peers. Fine motor development (e.g., controlled twisting or turning of the wrists, pouring liquids, fastening clothing, writing) proceeds when young children have many different developmentally appropriate opportunities to use their hands and fingers to act on their environment.</p>	<p><b>Experience Early Learning Research Foundation:</b>  <b>Physical &amp; Motor Development</b>  Children demonstrate gross motor skills as they build strength, balance to roll, crawl or walk and coordinate large movements to reach, catch and throw</p> <p><b>PD 1 Gross Motor:</b> Builds strength, coordination and balance of large muscles.</p> <p><b>PD 2 Fine Motor:</b> Builds strength and coordination of small movements in hands to pick up, squeeze, twist, cut and manipulate tools and toys.</p>
<b>2.D—Language Development</b>	
<p><i><b>Topic 2.D</b> addresses program plans and materials for supporting children’s language development. The goals and objectives for language acquisition address both verbal and nonverbal communication and are rooted in ethnic and other community traditions.</i></p>	<p><b>Experience Early Learning Research Foundation:</b>  <b>Language &amp; Literacy Skills</b>  <i>Refers to a child’s ability to communicate and connect with others through listening, speaking, reading and writing. The impact of language and literacy skills upon a child is significant and multi-layered.</i></p>
<b>Recommended Best Practices</b>	
<p><b>2.D.1</b> The curriculum must provide all children with opportunities for language acquisition that align with the program’s philosophy of education and include consideration of family and community perspectives. For example, children should be able to experience oral</p>	<p><b>Experience Early Learning Research Foundation:</b>  <b>Language &amp; Literacy Skills</b>  <b>LLD 1 Listening</b> Understands and interprets language (both words and gestures). Acts in response to language and verbal cues.</p>

and written communication in a language their family uses or understands.	<b>LLD 2 Communication</b> Uses verbal and nonverbal communication to express ideas with increasingly complex vocabulary and sentences.
<b>2.D.2</b> Children should also have opportunities to hear their families' preferred terminology (e.g., pronouns, body parts or functions, or familial relationships) included in classroom use.	<b>Experience Early Learning Research Foundation:</b> <b>Language &amp; Literacy Skills</b> <b>LLD 1 Listening</b> Understands and interprets language (both words and gestures). Acts in response to language and verbal cues. <b>LLD 2 Communication</b> Uses verbal and nonverbal communication to express ideas with increasingly complex vocabulary and sentences.
<b>2.D.3</b> Children need a variety of opportunities to develop competence in verbal and nonverbal communication by responding to questions; communicating needs, thoughts, and experiences; and describing things and events.	<b>Experience Early Learning Research Foundation:</b> <b>Language &amp; Literacy Skills</b> <b>LLD 1 Listening</b> Understands and interprets language (both words and gestures). Acts in response to language and verbal cues. <b>LLD 2 Communication</b> Uses verbal and nonverbal communication to express ideas with increasingly complex vocabulary and sentences.
<b>2.D.4</b> Toddlers and older children should have experiences that develop vocabulary, such as participating in conversations and field trips and hearing and reading books.	<b>Experience Early Learning Research Foundation:</b> <b>Language &amp; Literacy Skills</b> <b>LLD 2 Communication</b> Uses verbal and nonverbal communication to express ideas with increasingly complex vocabulary and sentences.
<b>2.D.5</b> The curriculum and learning environment should create opportunities for children to have discussions with teachers or with each other. For instance, these can be discussions about solving interpersonal problems or solving problems related to the physical world (e.g., how to retrieve a ball that has gone over a fence, using ramps to make cars go faster or further, putting puzzles together).	<b>Experience Early Learning Research Foundation:</b> <b>Language &amp; Literacy Skills</b> <b>LLD 2 Communication</b> Uses verbal and nonverbal communication to express ideas with increasingly complex vocabulary and sentences. <b>LLD 3 Phonological Awareness</b> Hears small units of sounds at the beginning, middle and end of words.
<b>2.D.6</b> If toddlers and older children are nonverbal, staff should know how to use alternative communication strategies with these children.	<b>Experience Early Learning Research Foundation:</b> <b>Language &amp; Literacy Skills</b> <b>LLD 1 Listening</b> Understands and interprets language (both words and gestures). Acts in response to language and verbal cues.
<b>2.E—Early Literacy</b>	

<p><b>Topic 2.E</b> addresses program plans and materials for supporting early literacy through reading, learning letters and sounds, writing, and immersion in a print rich environment.</p>	<p><b>Experience Early Learning Research Foundation:</b>  <b>Language &amp; Literacy Skills</b>  <i>Refers to a child's ability to communicate and connect with others through listening, speaking, reading and writing. The impact of language and literacy skills upon a child is significant and multi-layered.</i></p>
<p><b>Recommended Best Practices</b></p>	
<p><b>2.E.1</b> Infants, toddlers, and 2-year-olds have chances to experience talk, songs, rhymes, routine games (e.g., Patty-Cake, peek a-boo, Itsy bitsy Spider), and books. Staff convey language to individual young ones by:</p> <ul style="list-style-type: none"> <li>a. Using simple rhymes, songs, and interactive games (e.g., peek-a-boo), some of which include sequences of gestures (e.g., where is Thumbkin).</li> <li>b. Every day, little ones should get to hear and respond to various types of books, including picture books, wordless books, and books with rhymes. They need to have regular access to durable books they can explore on their own.</li> </ul>	<p><b>Experience Early Learning Research Foundation:</b>  <b>Language &amp; Literacy Development</b>  <b>LLD 1 Listening:</b> Understands and interprets language (both words and gestures). Acts in response to language and verbal cues.  <b>LLD 6 Reading Comprehension:</b> Understands concepts of text. Recalls and extends details.</p>
<p><b>2.E.2</b> Toddlers and twos should start to have experiences that help them understand that pictures can represent real things in their environment.</p>	<p><b>Experience Early Learning Research Foundation:</b>  <b>Language &amp; Literacy Development</b>  <b>LLD 4 Alphabetic Knowledge:</b> Identifies letters and symbols in print and understands that letters represent sounds.  <b>LLD 4.1</b> Looks for familiar people and objects when given their names. Babbles or repeats sounds  <b>LLD 4.2</b> Identifies a familiar object or person when shown a drawing or photo. Points at words printed on a page and pretends to read aloud.</p>
<p><b>2.E.3</b>  <b>1)</b> Toddlers and older children need to be given many opportunities to become familiar with print.  <b>2)</b> Help them become actively involved in making sense of print by having print throughout the classroom.</p>	<p><b>Experience Early Learning Research Foundation:</b>  <b>Language &amp; Literacy Development</b>  <b>LLD 5 Concepts of Print:</b> Demonstrates print- and book handling knowledge.</p>

<p>3) Items belonging to a child should be labeled with his or her name.</p> <p>4) Materials are labeled, and print is used to describe some rules and routines.</p> <p>5) Teaching staff should help children recognize print and connect it to spoken words.</p>	
<p><b>2.E.4</b></p> <p>1) Preschool and kindergarten children should:</p> <ul style="list-style-type: none"> <li>a. Have books read to them at least twice a day in full-day programs, and at least once daily in half-day programs.</li> <li>b. Children must be able to explore books on their own and have places that are conducive to the quiet enjoyment of books.</li> </ul> <p>2) The book selection should include various types of books, NAEYC Early Learning Program Accreditation Standards and Assessment Item 25 including storybooks, factual books, books with rhymes, alphabet books, number/ counting books, and wordless books.</p> <p>3) Teachers should read in an engaging manner, sometimes to individual children, sometimes to small groups (two to six children), and sometimes to large groups. They should help children:</p> <ul style="list-style-type: none"> <li>a. identify the various parts of books such as the cover, title page, spine, beginning and ending and</li> <li>b. differentiate print from pictures.</li> <li>c. Some books should be read on repeated occasions, and children should have chances to retell and reenact events in storybooks.</li> </ul> <p>4) The curriculum should link books to other topics in the curriculum.</p>	<p><b>Experience Early Learning <u>Research Foundation:</u></b>  <b>Language &amp; Literacy Development</b></p> <p><b>LLD 4 Alphabetic Knowledge:</b> Identifies letters and symbols in print and understands that letters represent sounds.</p> <p><b>Preschoolers</b> begin to recognize some familiar words in print such as their name, mom, dad or stop. They will also identify five to seven letters and their associated sounds until eventually they will name all upper- and lowercase letters when presented in random order.</p> <p><b>Primary schoolers</b> start to read high-frequency sight words and identify all letters and their sounds. They will sound out words and use techniques to decode unfamiliar words such as text context, letter patterns or reread to determine the meaning of unfamiliar words.</p> <p><b>LLD 5 Concepts of Print:</b> Demonstrates print- and book handling knowledge.</p> <p><b>Preschoolers</b> begin to identify letters, words, spaces and some punctuation. When handling or examining print, they will follow the direction of the text.</p> <p><b>Primary schoolers</b> with developed concepts of print skills will be able to explain the difference between books that tell stories (fiction) and those that give information (nonfiction). They recognize common types of text, e.g., poem, storybook, fact book. They can name the author and illustrator and identify punctuation. An advanced primary schooler will also be able to describe the overall structure of a story, including the introduction, the central dramatic problem and the conclusion.</p> <p><b>LLD 6 Reading Comprehension:</b> Understands concepts of text. Recalls and extends details.</p>

	<p><b>Preschoolers</b> begin to anticipate what comes next in familiar stories, express likes and dislikes within the story, and participate in the retelling of a story by pointing at pictures or role-playing with props. They may demonstrate an ability to personally relate to characters or events within the story and answer simple questions about character, setting and plot events.</p> <p><b>Primary schoolers</b> begin to recognize similarities between two separate texts and retell major events of a story in sequence. They will exhibit the ability to make many personal and world connections. They summarize texts and their messages, describe the point of view of various characters and how they each respond to challenges or events in the story.</p>
<p><b>2.E.5</b></p> <p>1) Preschool and kindergarten children should have multiple and varied opportunities to write. For instance, a variety of materials and experiences in the classroom must be provided to help them recognize and write letters of the alphabet. Letters and words can be posted at eye level or put on laminated cards (or both).</p> <p>2) Books and writing materials and activities should be readily available in art, dramatic play, and other learning centers. Various types of writing are supported, including scribbling, letterlike marks, and developmental spelling.</p> <p>3) Every day, children have the opportunity to write or dictate their ideas.</p> <p>4) Children are provided with needed assistance in writing the words and messages they are trying to communicate. Teachers should help children learn to write on their own by providing access to the alphabet and printed words about topics of current interest.</p> <p>5) Teaching staff must demonstrate the functional uses of writing (signs, lists, stories) and discuss the many ways writing is used in daily life such as shopping lists, letters, cards, journals or diaries, and e-mail.</p>	<p><b>Experience Early Learning <u>Research Foundation</u>:</b>  <b>Language &amp; Literacy Development</b>  <b>LLD 7 Writing:</b> Uses scribbles, drawings, letters, characters or words to represent meaning</p> <p><b>Preschoolers</b> begin to print or copy familiar symbols and letters, especially those found in their own names. They draw lines, shapes or pictures and explain who or what they represent.</p> <p><b>Primary schoolers</b> print their first and last names with proper capitalization. They write simple sentences to tell a story or share information and begin to follow traditional spelling rules</p>
<b>2.E.6</b>	<b>Experience Early Learning <u>Research Foundation</u>:</b>



<p>1) Preschool and kindergarten children need to develop phonological awareness as part of learning to read and write.</p> <p>2) Teachers can encourage children to play with the sounds of language (including syllables, word families, and phonemes) using rhymes, poems, NAEYC Early Learning Program Accreditation Standards and Assessment Item 26 songs, and finger plays.</p> <p>3) Children should be helped to identify letters and the sounds they represent.</p> <p>4) They should be taught to recognize and produce words that have the same beginning and ending sounds.</p> <p>5) Teachers should encourage children's self-initiated efforts to write letters that represent the sounds of words.</p> <p>6) Kindergarten children are advancing in literacy learning and ready for additional challenges. Kindergarten classrooms should provide opportunities for kindergartners to practice reading words, familiar sentences, and books.</p> <p>7) Kindergartners can be encouraged to identify phonemes (e.g., the word "cat" is made up of 3 phonemes - /k/, /æ/, and /t/ sounds) in words through varied activities, such as writing and games.</p> <p>8) Teachers should encourage each kindergartner to write independently each day. The schedule must allow time for independent writing.</p>	<p><b>Language &amp; Literacy Development</b></p> <p><b>LLD 3 Phonological Awareness:</b> Hears small units of sounds at the beginning, middle and end of words.</p> <p><b>Infants</b> begin to babble and play with sounds of all kinds, including speech sounds and lip-smacking. When listening to music or nursery rhymes, they will bounce or clap along with the rhythm.</p> <p><b>Toddlers</b> imitate sounds and tones. When prompted, toddlers will repeat the last word in familiar rhymes and even begin to suggest a missing rhyming word within a poem or song.</p> <p><b>Preschoolers</b> identify words with a similar beginning sound and indicate when two words rhyme or do not rhyme. Advanced preschoolers may also be able to identify words with a similar ending sound or suggest a series of rhyming words when given a base word.</p> <p><b>Primary schoolers</b> count syllables in spoken words and isolate and pronounce the sound of each syllable. They recognize blends, digraphs, letter patterns and simple word families.</p> <p><b>LLD 4 Alphabetic Knowledge:</b> Identifies letters and symbols in print and understands that letters represent sounds.</p>
<p><b>2.F—Early Mathematics</b></p>	
<p><i><b>Topic 2.F</b> addresses program plans and materials for supporting the acquisition of early mathematics, including numbers, operations, attributes, geometry, measurement, time, patterns, and vocabulary.</i></p>	<p><b>Experience Early Learning Research Foundation:</b></p> <p><b>Math &amp; Reasoning Development</b></p> <p><i>Includes a child's ability to count, understand number sense, manipulate objects in space, create patterns, sort, compare and measure.</i></p>
<p><b>Recommended Best Practices</b></p>	
<p><b>2.F.1</b></p> <p>1) Early mathematics learning begins in infancy, when infants, toddlers, and twos are provided varied opportunities and materials to</p>	<p><b>Experience Early Learning Research Foundation:</b></p> <p><b>Math &amp; Reasoning Development</b></p> <p><b>MR 1 Number Sense:</b> Understands concepts of number and quantity.</p>

<p>experience mathematical concepts, such as more and less, big and small.</p> <p><b>2)</b> Babies should be able to see and touch different shapes, sizes, colors, and visual patterns (e.g., polka-dots, stripes, zigzags, animal print) in the classroom.</p> <p><b>3)</b> Toys and other objects in the environment should be selected to help build number awareness.</p> <p><b>4)</b> Books about counting and shapes should be read to infants, toddlers, and twos.</p>	<p><b>MR 3 Shapes:</b> Identifies shapes and their characteristics.  <b>Infants</b> investigate shapes by holding and exploring objects then begin to try to put one object inside another.</p> <p><b>MR 5 Patterns:</b> Identifies, reproduces and creates patterns.  <b>Infants</b> play predictable activities with caregivers such as pat-a-cake and peekaboo.</p>
<p><b>2.F.2</b></p> <p><b>1)</b> Toddlers and older children need exposure to many activities and materials that help:</p> <ol style="list-style-type: none"> <li>build an understanding of numbers and of number names, and</li> <li>their relationship to object quantities and to symbols.</li> </ol> <p><b>2)</b> There should be toys and other objects in the learning environment that children can categorize by shape, size, and color (or by two of these attributes at a time).</p> <p><b>3)</b> Children should have learning experiences that encourage them to integrate mathematical terms (e.g., more, less, take away, add, equals) into everyday conversation.</p> <p><b>4)</b> Teachers can introduce number concepts by counting out-loud for toddlers and twos, encouraging older children to count, incorporating counting books, games, and the use of manipulatives and sequencing.</p>	<p><b>Experience Early Learning Research Foundation:</b>  <b>Math &amp; Reasoning Development</b></p> <p><b>MR 1 Number Sense:</b> Understands concepts of number and quantity.</p> <p><b>MR 2 Spatial Awareness:</b> Understands how objects move in space and describes their location, e.g., on, under, next to.</p> <p><b>Toddlers</b> deliberately turn or spin objects to fit them in containers or puzzles and follow simple, positional directions such as on/ off, over/under, and up/ down. They recognize familiar objects that are upside-down and turn them rightside up.</p> <p><b>MR 3 Shapes:</b> Identifies shapes and their characteristics.  <b>Toddlers</b> identify by name a few basic shapes, begin to match two identical shapes and explore filling a container then dumping out the contents.</p>
<p><b>2.F.3</b></p> <p><b>1)</b> The curriculum for preschool and kindergarten children should include teaching the concept of measurement, using both standard (e.g., imperial and US units of length, weight, area, volume, or time) and nonstandard (e.g., unit blocks, foot lengths, arm spans, lengths of rope) units of measurement.</p> <p><b>2)</b> Kindergartners can also be taught to assign numerical values to measurements.</p>	<p><b>Experience Early Learning Research Foundation:</b>  <b>Math &amp; Reasoning Development</b></p> <p><b>MR 4 Measurement:</b> Estimates, measures and compares size, weight, length or volume.</p> <p><b>Preschoolers</b> use nonstandard measurement tools to estimate approximate size or volume. They order multiple objects by one feature using the process of elimination and describe the order using first, then and last.</p> <p><b>Primary schoolers</b> make logical estimations and use standard</p>

	<p>measurement tools to check their estimations. They will correctly order multiple objects by two or more features and order events in time. They also compare and explain how much longer one object is than another by using standard units of measurement.</p>
<p><b>2.F.4</b> Through toys and other objects in the learning environment, as well as through intentional teaching, these children should be exposed to the basic concepts of geometry by, for example:</p> <ul style="list-style-type: none"> <li>a. naming and recognizing two- and three-dimensional shapes, and</li> <li>b. recognizing that figures are composed of different shapes.</li> </ul>	<p><b>Experience Early Learning Research Foundation:</b>  <b>Math &amp; Reasoning Development</b>  <b>MR 3 Shapes:</b> Identifies shapes and their characteristics.  <b>Preschoolers</b> identify four to six basic shapes and begin exploring 2D and 3D shapes. With a guide, preschoolers put together six to twelve pieces to make a whole object.  <b>Primary schoolers</b> identify objects as two or three- dimensional shapes, create complex shapes by putting together simple shapes and break down complex shapes into simple shape pieces. They begin to separate a shape into halves, thirds and fourths.</p>
<p><b>2.F.5.</b> Children should also learn to recognize and name repeating patterns (e.g., circle, circle, square, circle, circle, square..., yellow, blue, red, yellow, blue, red...).</p>	<p><b>Experience Early Learning Research Foundation:</b>  <b>Math &amp; Reasoning Development</b>  <b>MR 5 Patterns:</b> Identifies, reproduces and creates patterns.  <b>Infants</b> play predictable activities with caregivers such as pat-a-cake and peekaboo.  <b>Toddlers</b> attempt to mimic vocal and physical patterns by clapping or playing follow the leader games. They begin to copy simple two-step patterns, such as red-blue, red-blue.  <b>Preschoolers</b> create and extend two-step patterns and play memory games. With help, they begin to copy and extend three- or four step patterns.  <b>Primary schoolers</b> determine the missing piece of a pattern within a sequence and recognize simple patterns in their environments. They begin to develop and explain their own formulas for creating a variety of patterns</p>
<p><b>2.F.6</b> Kindergartners must be provided with experiences that teach them to use numerical symbols and to explore mathematical</p>	<p><b>Experience Early Learning Research Foundation:</b>  <b>Math &amp; Reasoning Development</b></p>

<p>operations, such as adding, taking away, and dividing quantities into equal and unequal subsets.</p>	<p><b>MR 1 Number Sense:</b> Understands concepts of number and quantity.</p>
<p><b>2.F.7</b> Teachers can encourage kindergartners to use written mathematical representations in everyday experiences. Curriculum for kindergartners should also include learning how to create, represent, discuss, and extend repeating and growing patterns (e.g., 1, 2, 4, 8...; A, A, B, A, B, C, A, B, C, D...).</p>	<p><b>Experience Early Learning Research Foundation:</b>  <b>INDIVIDUALIZED INSTRUCTION</b> • Is linguistically responsive  <b>3. Language for Mathematics:</b> The Experience Curriculum includes hands-on Manipulatives and visual aids which are intentionally paired with daily math experiences so that children can connect number and math terms to tangible experiences.</p> <p><b>Math &amp; Reasoning Development</b>  <b>MR 5 Patterns:</b> Identifies, reproduces and creates patterns.</p> <p><b>Preschoolers</b> create and extend two-step patterns and play memory games. With help, they begin to copy and extend three- or four step patterns.  <b>Primary schoolers</b> determine the missing piece of a pattern within a sequence and recognize simple patterns in their environments. They begin to develop and explain their own formulas for creating a variety of patterns.</p>
<p><b>2.F.8</b> Preschool and kindergarten children can be helped to build an understanding of time in the context of their lives, schedules, and routines such as morning and bedtime routines, daily schedules, when a sibling or other relative will be born, or when a special relative or friend will visit. Kindergartners should be introduced to conventional tools for understanding time, such as calendars, clocks, and timers.</p>	<p><b>Experience Early Learning Research Foundation:</b>  <b>ROUTINES</b> • Balance teacher- and child-initiated activities  An age-appropriate schedule for preschoolers is built around large blocks of time during which children move freely about the classroom, self-selecting activities in which to engage alone or with others. Allowing children to choose the activities in which they will participate promotes enthusiasm for school, self-confidence, and creativity (Hirsh-Pasek, 1991). Picture Schedules help children understand what will come next and invite them to participate in the flow of the day. A daily schedule includes time for naps, meals, free play in centers, group time, outdoor time and small group projects or workshops.</p> <p><b>Social &amp; Emotional Development</b>  <b>SED 2 Self-Regulation:</b> Identifies feelings and manages behavior in</p>

	<p>times of stress. Exhibits self-control and ability to calm self. Reacts to changes in routine.</p> <p><b>Preschoolers</b> recognize personal feelings, control impulses with reminders and—with support—negotiate ways to handle nonroutine transitions. For example, if they anticipate a change in routine, preschoolers will prepare themselves by finding a desired thing or person.</p> <p><b>Primary schoolers</b> identify and explain personal feelings and describe the appropriate response to their varying emotions. They will demonstrate an ability to swiftly transition from one activity to the next and help others through the transition. They begin to adapt quickly to new situations with minimal stress and apply strategies to adjust and calm themselves in new or stressful situations.</p> <p><b>Math &amp; Reasoning Development</b></p> <p><b>MR 4 Measurement:</b> Estimates, measures and compares size, weight, length or volume.</p> <p><b>MR 4.6</b> Explains which measurement tool makes the best sense for the object being measured. <u>Tells time in hours and half-hours.</u></p> <p><b>MR 4.7</b> <u>Tells time.</u> Estimates length in inches, feet, centimeters or meters. Measures an object using a variety of measurement standards.</p>
<b>2.G—Science</b>	
<p><i><b>Topic 2.G</b> addresses program plans for experiences and materials that support children’s scientific inquiry and knowledge through observation, the use of simple tools, representation of findings, and the use of scientific terminology and vocabulary.</i></p>	<p><b>Experience Early Learning <u>Research Foundation:</u></b> <b>Science</b></p> <p><i>Includes a child’s ability to inquire, predict and evaluate observations. They support a child’s ability to explore everyday life, physical properties and to make sense of concepts such as weather, natural habitats and technology.</i></p>
<b>Recommended Best Practices</b>	
<b>2.G.1</b> Science learning is rooted in the experience of our five senses	<b>Experience Early Learning <u>Research Foundation:</u></b>

(sight, touch, hearing, taste, and smell). Infants, toddlers, and 2-year-olds begin to learn physics, chemistry, and biology when they have many chances to:

- a. Use their senses to learn about objects in the environment,
- b. Discover that they can make things happen, and
- c. Solve simple problems.

## Science

**SCI 1 Investigation & Inquiry:** Observes, inquires and investigates objects and events to gain understanding

**Infants** look for a person or toy that has moved out of sight, indicating that they are aware of changes in their immediate surroundings.

**Toddlers** ask one- to two-word questions to gain understanding and use their senses to explore their environments. They investigate an object or group of objects in multiple different ways.

**Preschoolers** wonder, predict outcomes, record observations through drawings and describe and compare their observations. They use past knowledge to explain observed changes and try out many possible solutions to a given problem. They will identify personal interests, seek more information and express a willingness to share discoveries with others.

**Primary schoolers** inquire about a scientific phenomenon and explain which prediction seems most probable. They use prior knowledge and gathered information to make simple inferences, experiment to gather information, record findings in tables, charts and diagrams then explain the sequence of their problem-solving strategy. They begin to solve both real and hypothetical problems by connecting personal experiences to possible solutions.

**SCI 3 Physical Science:** Explores forces, motion and materials and how they change.

**Infants** begin to learn skills in physical science by exploring the impact and influence of themselves on their environments kicking their feet or shaking their arms to make other objects move.

**Toddlers** react to changes in texture, smell, sound or sight. They will begin to explore motion by moving, rolling, blowing on or dropping a toy.

**Preschoolers** demonstrate an ability to explain how common vehicles, animals and people move. They sort objects by type of movement and describe the basic physical properties of objects and

	<p>materials. They begin to experiment with and explain invisible forces, such as gravity and magnets. They will manipulate matter and observe any physical changes that may occur as a result of their manipulation.</p> <p><b>Primary schoolers</b> experiment and compare the movement of various objects on a variety of surfaces and by classifying and sorting materials by physical properties. They begin to recognize that materials move differently on different surfaces and explore how force is used to change the direction of moving objects. They will explore forces, motion, technology and how things work.</p>
<p><b>2.G.2</b> Preschoolers and kindergartners should be provided varied experiences and materials to learn key content and principles of science, such as:</p> <ul style="list-style-type: none"> <li>a. › The difference between living and nonliving things (e.g., plants versus rocks)</li> <li>b. › Life cycles of various organisms (e.g., plants, butterflies, humans)</li> <li>c. › Earth and sky (e.g., seasons, weather, geologic features, light and shadow, and sun, moon and stars) NAEYC Early Learning Program Accreditation Standards and Assessment Item 28</li> <li>d. › Structure and property of matter (e.g., characteristics that include concepts such as hard and soft, floating and sinking)</li> <li>e. › The behavior of materials (e.g., transformation of liquids and solids by dissolving or melting)</li> </ul>	<p><b>Experience Early Learning Research Foundation:</b> <b>Science</b></p> <p><b>SCI 2 Natural &amp; Earth Science:</b> Understands living and nonliving things, their characteristics and how they change.</p> <p><b>Preschoolers</b> start to describe the weather and climate. They recognize if an object can grow, eat or move. They begin to understand the concept of basic needs for living things to survive and sort organisms as living or nonliving. They explain how changes in weather and climate may affect a living thing and their own daily life.</p> <p><b>Primary schoolers</b> describe features of living things and group them by similar features. They make connections between climate and which type of living things can or cannot survive in those ecosystems.</p>
<p><b>2.G.3</b></p> <p><b>1)</b> Curriculum should include activities that:</p> <ul style="list-style-type: none"> <li>a. Encourage children to use their five senses to observe, explore, and experiment with scientific phenomena.</li> <li>b. Include simple tools such as bug boxes, binoculars, magnifying glasses, gears, levers and scales in your science learning center so that preschoolers and kindergartners can observe objects and scientific phenomena.</li> </ul> <p><b>2)</b> Provide experiences and materials that allow children to collect data and to represent and document their findings (e.g., through drawing or</p>	<p><b>Experience Early Learning Research Foundation:</b> <b>ENVIRONMENT DESIGN • Includes developmentally appropriate learning materials.</b></p> <p>The Experience Curriculum offers a range of developmentally appropriate materials that foster investigation, open-ended exploration and inquiry.</p> <p><b>Science</b></p> <p><b>SCI 1 Investigation &amp; Inquiry:</b> Observes, inquires and investigates objects and events to gain understanding</p>



<p>graphing).</p> <p><b>3)</b> Teachers should plan activities and provide experiences that encourage children to think, question, and reason about observed and inferred phenomena.</p> <p><b>4)</b> Teaching staff also need to recognize and use opportunities to discuss scientific concepts in the course of everyday conversations.</p>	<p><b>Preschoolers</b> wonder, predict outcomes, record observations through drawings and describe and compare their observations. They use past knowledge to explain observed changes and try out many possible solutions to a given problem. They will identify personal interests, seek more information and express a willingness to share discoveries with others.</p> <p><b>Primary schoolers</b> inquire about a scientific phenomenon and explain which prediction seems most probable. They use prior knowledge and gathered information to make simple inferences, experiment to gather information, record findings in tables, charts and diagrams then explain the sequence of their problem-solving strategy. They begin to solve both real and hypothetical problems by connecting personal experiences to possible solutions.</p>
<p><b>2.G.5</b> Science learning can be integrated with language and literacy learning by helping preschoolers and kindergartners learn and use scientific terminology and vocabulary associated with the content areas (e.g., melt, freeze, hot, cold, sink, float, earth, insect, life, seed, and weather).</p>	<p><b>Experience Early Learning Research Foundation:</b>  <b>INDIVIDUALIZED INSTRUCTION</b> • Is linguistically responsive</p> <p><b>4. Language for Science:</b> The Experience Curriculum STEAM stations offer children opportunities to play and show their ideas while they build vocabulary to communicate their process. Photos provided through the curriculum to enhance the set-up of the project provide additional reference cues to help language learners hear others talk about science terms such as parts of the plants, types of animals, habitats and to see clear representations as they build vocabulary and engage in conversation.</p>
<p><b>2.H—Technology</b></p>	
<p><i>Topic 2.H addresses program plans for experiences and materials that support children’s use of technology that extends learning in the classroom as well as integrates and enriches the curriculum.</i></p>	<p><b>Experience Early Learning Research Foundation:</b>  <b>Science</b>  <b>SCI 4.4 Technology:</b> Explores technology and how things work.</p>
<p><b>Recommended Best Practices</b></p>	
<p><b>2.H.1</b> Technology can be a constructive tool in the early learning environment. Technology is also a curriculum topic in its own right, as</p>	<p><b>Experience Early Learning Curriculum Framework</b>  <b>ENVIRONMENT DESIGN</b> • Uses technology to support discovery and</p>

<p>technical literacy is essential in modern life. While the role of technology in the life of young children is rapidly changing, there are some well-established best practices enabling early learning programs to harness the constructive use of technology while avoiding the harmful effects of too much technology at the expense of other experiences. First, the use of passive media, such as television, movies, and other digital video or audio content, should be limited to developmentally appropriate programming. Preschool and kindergarten children should have opportunities to access interactive technology (e.g., audio recorders, microscopes, tablets) that they can use by themselves, collaboratively with their peers, or with teaching staff or parents. Teachers should plan and use technology in intentional ways to extend learning within the classroom and to integrate and enrich the curriculum.</p>	<p><b>learning</b></p> <p>We provide many online resources that support our curriculum and extend classroom experiences. We encourage educators to use technology in a way that expands, enriches, and individualizes the overall experience with the curriculum. We encourage the exploration of various forms of technology in our lesson plans while considering the fact that all of our teachers and families may not have access to the same types of resources.</p> <p>We create technology resources that invite children to explore music and creative arts. We write and produce our own original CD of children's music to complement each Experience Early Learning theme.</p> <p>We integrate technology to encourage mental and physical fitness. Our Dance 'n Beats supplemental program is a research based movement program that helps children learn 21 movements that increase muscle control, encourage physical fitness, and foster a joy for learning.</p> <p>We encourage children to explore everyday technology woven into thematic studies. They explore kitchen tools, clocks, light and shadow, ramps and simple machines.</p>
<p><b>2.J—Creative Expression Appreciation for the Arts</b></p>	
<p><i><b>Topic 2.J</b> addresses program plans and materials for supporting children's expression of and engagement in art, music, dance, and drama.</i></p>	<p><b>Experience Early Learning Research Foundation:</b>  <b>Creative Arts</b>  <i>Activities that actively engage children's imagination through music, dance, visual arts, and dramatic play</i></p>
<p><b>Recommended Best Practices</b></p>	
<p><b>2.J.1</b> The curriculum for children of all ages must provide opportunities to learn about the visual arts, the music, dance, and the dramatic arts of diverse cultures.</p>	<p><b>Experience Early Learning Research Foundation:</b>  <b>ARTS-INFUSED MODEL</b>  The Experience Early Learning Curriculum incorporates art throughout all learning experiences. Art includes music, storytelling, dramatic play, visual art, theater, dance, creative movement, inventive thinking and</p>

	design. Our arts-infused model provides a stage on which children can play, create and act out their imaginations.
<b>2.J.2</b> Toddlers and twos also should have access to many materials that encourage pretend or imaginative play.	<p><b>Experience Early Learning Research Foundation:</b>  <b>ARTS-INFUSED MODEL</b> • Provides a stage for creative play and learning.</p> <p>We encourage a range of art experiences, including open-ended art projects, music and movement activities, pretend play, as well as suggestions on how to create homemade costumes or dramatic play props to use in storytelling. We often include the supplies needed to make these props within the curriculum resource kits. Children problem solve as they make their props, and then express their creativity in how they use it.</p>
<b>2.J.3</b> Preschoolers and kindergartners should have chances to view and respond to the art of other children and adults.	<p><b>Experience Early Learning Research Foundation:</b>  <b>ARTS-INFUSED MODEL</b> • Stimulates the senses</p> <p>Learning is an active, social process. As children touch, hear, taste, and create, we offer many opportunities for them to share their discoveries with peers and teachers. Whether they are comfortable sharing verbally or prefer to express themselves nonverbally, they have multiple opportunities to express themselves through dance, drawing, role-playing, singing or dramatization.</p>
<b>2.J.4</b> The curriculum should promote creative expression for children of any age and ability.	<p><b>Experience Early Learning Research Foundation:</b>  <b>ARTS-INFUSED MODEL</b></p> <p>The arts-infused model applies consistent sensory-based techniques that are adaptable and inclusive to diverse children (Manville, Metz, Gibbs, &amp; Chen, 2011). Through EEL multisensory, hands-on art experiences, children participate in a variety of activities across all domains of learning. Our arts-infused model supports the idea that all children are capable, beautiful, and have the right to discover and construct knowledge through play.</p>
<b>2.J.5</b> Infants, toddlers, and twos should be able to explore and manipulate various age-appropriate art materials. They need opportunities to express themselves through moving freely to music.	<p><b>Experience Early Learning Research Foundation:</b>  <b>ENVIRONMENT DESIGN</b> • Includes developmentally appropriate learning materials.</p>

	<p>The Experience Curriculum offers a range of developmentally appropriate materials that foster investigation, open-ended exploration and inquiry. Children construct knowledge from their own personal experiences with people and objects in their environment and file away their understandings in their mental schemas. As children grow and develop, their mental schemas evolve to incorporate new information about their environment and experiences.</p> <p><b>INDIVIDUALIZED INSTRUCTION</b> • Adjust to a child's developmental level</p> <p><b>Music and Movement:</b> Music and Movement is used daily to invite children of diverse abilities and levels to share in a community of experiences. Children hear different music genres, diverse instruments and rhythm patterns representative of diverse traditions and cultures. Creative movement-prompts invite children to express emotions safely through movement.</p>
<p><b>2.J.6</b> Curriculum for toddlers and older children must introduce new concepts and vocabulary related to:</p> <ul style="list-style-type: none"> <li>a. Visual art (e.g., texture, sculpture, collage, media),</li> <li>b. Music (e.g., tempo, musician, rhythm, drum),</li> <li>c. Dance (e.g., movement, jump, wiggle, ballet, float), and</li> <li>d. Drama (e.g., pretend, imagine, emotions, make believe).</li> </ul>	<p><b>Experience Early Learning Research Foundation:</b> <b>ARTS-INFUSED MODEL</b></p> <p>The Experience Early Learning Curriculum incorporates art throughout all learning experiences. Art includes music, storytelling, dramatic play, visual art, theater, dance, creative movement, inventive thinking and design.</p> <p><b>Creative Arts</b></p> <p><b>CA 1 Music:</b> Expresses through music and develops rhythm and tone.</p> <p><b>CA 2 Dance &amp; Movement:</b> Expresses through dance and develops movement techniques.</p> <p><b>CA 3 Visual Arts:</b> Expresses through 2D and 3D visual art. Develops artistic techniques.</p> <p><b>CA 4 Drama:</b> Participates in dramatic and symbolic play. Uses props to represent other objects or ideas.</p>
<p><b>2.J.7</b> Daily projects should provide children with many chances to develop and widen their repertoire of skills that support self-expression in the visual arts (e.g., cutting, gluing, and caring for tools).</p>	<p><b>Experience Early Learning Research Foundation:</b> <b>ARTS-INFUSED MODEL</b> • Provides a stage for creative play and learning.</p>

	<p>The arts-infused model provides a stage for children to play out their ideas and imaginations to become the authors of their own learning stories. Creativity allows children to take risks, make choices, connect old and new information, and explore their imaginations in personally meaningful ways.</p>
<p><b>2.J.8</b> As skills and vocabulary expand, preschoolers and kindergartners should have:</p> <ul style="list-style-type: none"> <li>a. Many open-ended opportunities, and</li> <li>b. Materials to express themselves creatively through: <ul style="list-style-type: none"> <li>• Music</li> <li>• Drama</li> <li>• Dance, and</li> <li>• Two- and three-dimensional visual arts</li> </ul> </li> </ul>	<p><b>Experience Early Learning Research Foundation:</b>  <b>ARTS-INFUSED MODEL • Stimulates the senses</b>  Experience Curriculum provides guidance within the lesson plan books to assist teachers on how to interact with children in ways that extend the child’s natural exploration, thinking, and communication. Supports include the embedded open-ended question prompts, ideas for additional materials to add to centers, rich vocabulary paired with real photos to help extend a child’s conceptual knowledge and understanding of skills across domains.</p> <p>EEL lesson plans feature 4-6 daily ideas that integrate art with skill-based learning. We encourage a range of art experiences, including open-ended art projects, music and movement activities, pretend play, as well as suggestions on how to create homemade costumes or dramatic play props to use in storytelling. We often include the supplies needed to make these props within the curriculum resource kits. Children problem solve as they make their props, and then express their creativity in how they use it.</p> <p><b>INDIVIDUALIZED INSTRUCTION • Adjust to a child’s developmental level</b>  <b>Invitation to Create Process Art:</b> Art is for all ages and can adapt to all developmental levels. The artistic process is unique to each child. We offer open-ended process art experiences called “Invitation to Create.” Children explore the art process according to their imagination and development. Art invites children to independently plan, create, reflect, redo and either display or play with their creations. Teachers are given prompts and open-ended questions that they can ask children as they create to encourage creative and critical</p>

	<p>thinking skills.</p> <p><b>Make and Play Projects:</b> Make and Play Projects invite children to design their own dramatic play props, instruments or games. These projects encourage children to use problem- solving and fine motor skills in the construction of the prop and the creative process afterwards in how they play, sing or dance with their prop. In the lesson plan book, we offer suggestions on how to encourage children to play with their creations and continue learning beyond the creation process. When children participate in the process of creating a math game, a dramatic play headband, or story-telling puppet, they play with greater purpose, pride and increased attention span (Paley, 2004).</p>
<b>2.K —Health and Safety</b>	
<p><i><b>Topic 2.K</b> addresses program plans and materials that support children's understanding and practice of sound health, nutrition, and safety practices.</i></p>	<p><b>Experience Early Learning Research Foundation:</b>  <b>Physical &amp; Motor Development</b>  <b>PD 3 Safety:</b> Shows awareness of safe practices and demonstrates them when participating in activities.  <b>PD 4 Personal Care:</b> Responds to and initiates routines for hygiene, feeding and dressing self.  <b>PD 5 Nutrition:</b> Demonstrates knowledge about nutrition and healthy food choices.</p>
<b>Recommended Best Practices</b>	
<p><b>2.K.1</b>  <b>1)</b> The curriculum and daily routines of a classroom can provide toddlers and older children with many opportunities to establish and practice habits to promote good health, such as serving and feeding themselves; getting enough rest, good nutrition, exercise; washing fruits and vegetables before consumption, hand washing and tooth brushing.</p> <p><b>2)</b> Lesson plans, play experiences, and classroom materials should</p>	<p><b>Experience Early Learning Research Foundation:</b>  <b>Physical &amp; Motor Development</b>  <b>PD 5 Nutrition:</b> Demonstrates knowledge about nutrition and healthy food choices.  <i>Children demonstrate nutrition knowledge by communicating their nutrition needs and making healthy food choices. This will look different at each phase of the developmental process:</i></p> <p><b>Infants</b> demonstrate early nutrition knowledge by crying when hungry</p>

<p>help children learn about nutrition. Children should be taught to identify sources of food. They can learn to recognize, prepare, eat, and value healthy foods.</p>	<p>or tired.</p> <p><b>Toddlers</b> communicate when hungry, thirsty or tired and feed themselves finger foods. They anticipate the need to eat, rest and drink. They will feed themselves soft foods with a spoon or other utensil.</p> <p><b>Preschoolers</b> begin to serve themselves and feed themselves. They identify food groups, differentiate between healthy and unhealthy foods and choose between two appropriate food options when hungry.</p> <p><b>Primary schoolers</b> describe the digestion process and what happens after we eat food. They begin to describe the function of basic organs.</p>
<p><b>2.K.2</b></p> <p><b>1)</b> There should be classroom experiences and materials that increase children's awareness of safety rules in their classroom, home, and community. This should include teaching children how and when to dial 911, home fire safety, and staying away from hot stoves, irons, or home chemicals.</p> <p><b>2)</b> Teachers should encourage children's compliance with classroom rules such as using walking feet, gentle touches, holding handrails, and wearing helmets with bikes as well as their participation in fire drills and other safety procedures recommended in your community (e.g., earthquake, tornado, tsunami, dust storm, terror threats).</p> <p><b>3)</b> Community safety topics such as traffic safety rules, stranger awareness, staying with family while in crowds, asking for help when lost, and knowing who community helpers are should also be introduced</p>	<p><b>Experience Early Learning Research Foundation:</b>  <b>Physical &amp; Motor Development</b></p> <p><b>PD 3 Safety:</b> Shows awareness of safe practices and demonstrates them when participating in activities.</p> <p><i>Children demonstrate safe practices as they identify, avoid and respond to dangerous situations. It includes the ability to seek help when needed and respond appropriately in emergency situations. Children evidence safety skills as they show awareness of and demonstrate safe practices when participating in various activities. Such demonstrations will look different at each phase of the developmental process:</i></p> <p><b>Infants</b> demonstrate early safe practice skills when they express distress when needs are not met.</p> <p><b>Toddlers</b> respond to possible dangers in their environments, follow simple safety rules and actively avoid dangers when prompted.</p> <p><b>Preschoolers</b> describe reasons for safety rules and remind others to follow them. They identify dangers and how they could be hurt.</p> <p><b>Primary schoolers</b> identify emergency situations and successfully describe how to get help and behave during the emergency. They take appropriate initiative in dangerous and emergency situations.</p>
<p><b>2.K.3</b> For preschool and kindergarten children, it is developmentally appropriate to learn about visiting doctors and dentists, and other</p>	<p><b>Experience Early Learning Research Foundation:</b>  <b>Physical &amp; Motor Development</b></p>



aspects of health care. These children need opportunities to discuss, ask questions, and express fears about getting shots, taking medicine, and visiting a doctor, dentist, clinic, or hospital.	<p><b>PD 4 Personal Care:</b> Responds to and initiates routines for hygiene, feeding and dressing self.</p> <p><b>Preschoolers</b> wash hands, use the toilet and brush their teeth. They describe the function of basic body parts, follow a routine of rest and active play, and meet most personal needs independently. They will start to explain how germs spread and offer simple strategies for preventing the spread.</p> <p><b>Primary schoolers</b> explain the importance of nutrition, exercise and rest in maintaining wellness. With a few reminders, they demonstrate an ability to maintain personal hygiene independently. They describe how to deal with health concerns of themselves and others.</p>
<b>2.L —Social Studies</b>	
<i>Topic 2.L addresses program plans and materials for supporting children’s understanding of social roles and rules, the local community, their own contributions to the well-being of the social and physical environments in which they live, and diversity not only within their classroom but also in the larger world.</i>	<p><b>Experience Early Learning Research Foundation:</b>  <b>Social Studies</b>  <i>Refers to children’s ability to understand themselves in relation to the surrounding community and world. It includes exploration of roles, responsibilities and cultural traditions.</i></p>
<b>Recommended Best Practices</b>	
<b>2.L.1</b> As a foundation for learning about others and the world around them, infants and other children need learning experiences that foster positive identity and an emerging sense of self and others within the context of their family, culture (e.g., ethnicity, religion), nationality, industry, or other groups they are a part of.	<p><b>Experience Early Learning Research Foundation:</b>  <b>ARTS-INFUSED MODEL • Promotes inclusion of all children.</b>  Experience Early Learning curriculum is designed to be inclusive of all children and embrace each child’s diverse learning style as well as his unique physical, cultural, linguistic, and socio-economic attributes.</p>
<b>2.L.2</b> They must have opportunities to feel part of a classroom community, so that each child feels accepted and gains a sense of belonging	<p><b>Experience Early Learning Research Foundation:</b>  <b>INDIVIDUALIZED INSTRUCTION • Is culturally responsive.</b>  Our mission is to ensure that the design of tools are both intrinsically inclusive and accessible to all children according to their needs while also helping children build empathy and curiosity for others who may look, sound, or act differently than themselves. The Experience Curriculum encourages children to learn about diverse cultures,</p>

	<p>people and places through the inclusion of photos, art, books and music that represent diverse cultures, people, places and traditions. By inviting families to share stories and artifacts, children will develop a sense of self as well as a belonging within the classroom environment.</p>
<p><b>2.L.3</b> The curriculum should provide toddlers and older children with many opportunities to build an authentic understanding of diversity in culture, family structure (e.g., nuclear, single parent, childless, multi-generational, same-sex, blended families), ability, language, age, and gender.</p>	<p><b>Experience Early Learning Research Foundation:</b>  <b>INDIVIDUALIZED INSTRUCTION</b> • Is culturally responsive.  Experience Curriculum invites children to explore diverse communities, which enables children to integrate commonalities between them and increase respect for differences (Morrison, 2001). Within the curriculum are also numerous opportunities for children to learn about others as well as share their own family traditions and beliefs through discussions, activities, books and music. Each thematic study creatively suggests projects which reinforce our social studies concepts and skill goals. Experience Curriculum supports educators in observing children, designing lesson plans, setting learning goals, and communicating with parents in a way that acknowledges a child's unique abilities and learning styles, as well as values cultural reciprocity.</p>
<p><b>2.L.4</b>  <b>1)</b> They need chances to explore social roles in the family and workplace such as decision making, care taking, providing, and helping through play.  <b>2)</b> Classroom materials and activities should reflect the community in which they live. Communities may include military bases, workplaces, academic campuses, local businesses, towns, neighborhoods, residential and recreational areas or landmarks.</p>	<p><b>Experience Early Learning Research Foundation:</b>  <b>Social Studies</b>  <b>SS 1 Culture &amp; Community</b> Explores communities and families, culture and traditions.</p> <p><b>Infants</b> recognize family members and are exposed to family traditions, routines and cultural events.  <b>Toddlers</b> participate in family traditions, holiday routines and customs. They recognize the difference between familiar people versus strangers. They begin to identify body parts and personal features.  <b>Preschoolers</b> begin to describe the routines, familiar stories, traditions, foods and celebrations of their own family and community. They begin to express curiosity and learn about cultures different than their own.  <b>Primary schoolers</b> start to explain the meaning and importance of traditions and customs of cultures different than their own. They learn</p>

	about and name influential people and events that have impacted familiar cultures and traditions.
<p><b>2.L.5</b> Preschool and kindergarten children are ready to engage in discussions about fairness, friendship, responsibility, authority, and differences. These discussions are reinforced when children are allowed to contribute to the well-being of their classroom and the community by taking care of the social and physical environments in which they live. With the program environment as a microcosm, children can learn how people affect their environment in positive ways (e.g., recycling) and negative ways (e.g., polluting).</p>	<p><b>Experience Early Learning Research Foundation:</b>  <b>Social Studies</b>  <b>SS 2 Civics &amp; Economics:</b> Follows familiar rules, routines and helps make group decisions. Explores the concept of trade. Identifies ownership of items.  <b>Preschoolers</b> follow familiar rules and help make group decisions. They will ask before taking an object that does not belong to them and offer a toy or object to another person. They begin to suggest new rules in a variety of situations.  <b>Primary schoolers</b> identify their individual rights and determine if rules support the common good. They describe ways one might use money, goods or services. They begin to describe different levels of government (local, state, national) and use voting to make democratic decisions with their class. They begin to explain why people work together and how they use trade to get what they need and want.</p>
<p><b>2.L.6</b> Environmentally responsible practices are reinforced when the program creates opportunities to educate families as well as children on eco-healthy practices such as the importance of washing fruits and vegetables before eating them, using non-toxic toys and art supplies, monitoring outdoor air quality, and using least-toxic and fragrance free cleaning products.</p>	<p><b>Experience Early Learning Research Foundation:</b>  <b>FAMILY CONNECTIONS</b> • <i>Extend learning from school to home.</i>  Our curriculum includes resources and suggestions to actively engage families and extend learning from the classroom to the home. Monthly Family Newsletters contain activities, recipes and songs that connect learning in the classroom to educational opportunities in the home.</p>
<p><b>2.L.7</b> Preschool and kindergarten children can begin to learn about geography and economics.</p> <ol style="list-style-type: none"> <li>1) They should be provided experiences and materials to learn about physical characteristics of their local environment such as nearby rivers, gardens, parks, and buildings.</li> <li>2) A foundational understanding of economic concepts (e.g., money, buying and selling, wants vs. needs, the value of things) can begin with such activities as playing restaurant, managing a store, and identifying and exchanging money.</li> </ol>	<p><b>Experience Early Learning Research Foundation:</b>  <b>Social Studies</b>  <b>SS 3 Geography:</b> Identifies types of places and interacts with maps  <b>Preschoolers</b> identify different types of water bodies, streets, buildings and landmarks in their community. They explain the purpose of different types of structures such as bridges and buildings. They ask questions about landmarks and begin to use or draw their own maps.  <b>Primary schoolers</b> identify and describe various types of landforms and natural resources, locate familiar places on maps and use</p>

	<p>cardinal directions to follow and give directions. They explain how the physical features of an environment affect how people live. They use a variety of maps to gather information about a place or environment.</p> <p><b>SS 2 Civics &amp; Economics:</b> Follows familiar rules, routines and helps make group decisions. Explores the concept of trade. Identifies ownership of items.</p> <p><b>Preschoolers</b> follow familiar rules and help make group decisions. They will ask before taking an object that does not belong to them and offer a toy or object to another person. They begin to suggest new rules in a variety of situations.</p> <p><b>Primary schoolers</b> identify their individual rights and determine if rules support the common good. They describe ways one might use money, goods or services. They begin to describe different levels of government (local, state, national) and use voting to make democratic decisions with their class. They begin to explain why people work together and how they use trade to get what they need and want.</p>
<p><b>2.L.8</b> Kindergartners are also ready to learn about their hometown, their state, the United States, and their country of origin. Teachers should help them link this learning to an understanding of the concepts of geography, history, and social studies.</p>	<p><b>Experience Early Learning Research Foundation:</b>  <b>Social Studies</b></p> <p><b>SS 3 Geography:</b> Identifies types of places and interacts with maps</p> <p><b>SS 3.6</b>          -Compares the geographic features of their own community to another community.          -Recreates a map of something s/he cannot immediately see.</p> <p><b>SS 3.7</b>          -Identifies and describes various types of landforms and natural resources.          -Locates familiar places on maps.</p> <p><b>SS 3.8</b>          -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</p>

# Developmental Continuum of Skills

Individual children develop at a unique pace.

Infant

Toddler

Preschool

Pre-Primary

Primary

Skill / Skill Code

Skill Definition

Benchmark 1

Benchmark 2

Benchmark 3

Benchmark 4


Benchmark 5


Benchmark 6


Benchmark 7

Benchmark 8


 Social & Emotional Development	<b>SED 1 Self-Awareness</b>	<b>SED 1a Knows self and increases confidence</b>	Responds to name, explores hands and looks in mirror.	Recognizes self in photos or in a mirror.	Expresses ideas about self in relation to others. Expresses interests in trying tasks with help.	Expresses interest in doing familiar tasks by self and expresses confidence in own abilities.	Takes risks and pushes self to accomplish new tasks independently.	Revisits a familiar task to get quicker or improved results.	Predicts how self and others might be able to perform in a task and describes what is needed to improve.	Describes personal talents and exhibits pride of personal accomplishments.
		<b>SED 1b Expresses curiosity, preference and initiative</b>	Vocalizes or moves to express wants and needs.	Seeks out or responds to favorite or preferred toys, objects or people	Expresses likes and dislikes.	When given two to three options, chooses his/her most desired option.	Takes initiative to pursue interests. Describes and compares preferences of self and others.	Negotiates to attain personal preference in a situation.	Explains how self and others may feel similar or different in a variety of situations and explains why.	Negotiates ways for self and others to both participate according to unique preferences and to attain differing wants.
	<b>SED 2 Self-Regulation</b>	<b>SED 2a Identifies emotions</b>	Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort.	Shows a range of emotions with facial expressions and gestures.	Experiments and role-plays with a range of emotions.	Recognizes and names a few personal feelings.	Identifies and describes personal feelings.	Identifies past, current and future feelings and explains when they might experience different feelings.	Anticipates an emotional response that may result from a given situation.	Applies strategies for managing own emotions and behaviors.
		<b>SED 2b Manages feelings and behavior</b>	Calms with support from caregiver.	Soothes self by seeking a familiar adult or thing.	Mimics breathing and calming strategies. Practices waiting for a turn.	Controls impulses with reminders.	Uses strategies to manage behavior. Anticipates a change in routine and begins to prepare self by finding a desired thing or person.	Describes appropriate responses to different emotions.	Describes strategies to calm oneself in new or stressful situations.	Adapts to new situations quickly and with minimal stress.
		<b>SED 2c Follows routines and transitions</b>	Reacts to changes in tone of voice or expression.	Cooperates during familiar routines and familiar activities.	Recognizes a familiar activity or routine. Redirects to a new activity with help.	Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change.	Follows daily routines on own. With support, negotiates ways to handle nonroutine transitions.	Transitions from one activity to the next and helps others through the transition.	Describes strategies to adjust and calm oneself in new or stressful situations.	Applies strategies with increasing consistency to adjust and calm one-self in new or stressful situations.
	<b>SED 3 Attention &amp; Persistence</b>	<b>SED 3a Attends and engages</b>	Focuses for a short time on a person, sound or thing.	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.	Practices or repeats an activity many times until successful. Expresses delight over a successful project.	Sustains focus for at least five minutes, persisting even if there are problems or distractions.	Sustains focus for at least 10 minutes even if there are distractions.	Sustains focus for at least 30 minutes even if there are distractions.	Sustains focus for 45 minutes even if there are distractions.
		<b>SED 3b Shows flexibility and inventiveness</b>	Shifts attention from one person or thing to another.	Repeats actions to gain a result.	Asserts a desire to start or end an activity. Asks for help as needed.	Initiates an activity and seeks help to complete it.	Demonstrates flexibility and imagination while working on a task.	Imagines new ways to approach a task or discover information when obstacles are present.	Plans steps to pursue an idea and implements it with help.	Plans steps to pursue an idea and implements it independently.
	<b>SED 4 Social Relationships</b>	<b>SED 4a Develops relationships with adults and peers</b>	Responds to primary caregivers through eye contact and gentle touch.	Greets and stays near familiar people.	Identifies and plays side by side with a new or familiar person.	Joins a group and participates in group play.	Initiates play, conversations and interactions with one or more persons.	Describes personal friendships and meaningful relationships.	Describes how to build positive relationships.	Describes different types of relationships. Takes care of self, others and considers the needs of others.
		<b>SED 4b Participates cooperatively in groups</b>	Enjoys turn-taking games such as peekaboo.	Mimics actions of others.	Helps or participates in an activity when asked.	Plays cooperatively with others and begins to share. Asks adult to help solve social problems.	Identifies roles of self and others during tasks or pretend play. Offers to help others.	Suggests solutions to group problems.	Fulfills personal roles and responsibilities when working in a group. Show empathy to others.	Works collaboratively in a group and encourages others to include or help another person.
		<b>SED 4c Identifies and respects differences in others</b>	Adjusts behavior according to emotional or facial response of a familiar person.	Explores people and their features side by side in a book or a mirror.	Identifies emotions of others. Demonstrates concern for others.	Explains how and why someone may be feeling a certain emotion. Participates in group play with those different than self.	Shows interest in learning about and interacting with peers who look, learn, believe or move differently.	Identifies complex feelings of others and responds accordingly.	Seeks to understand and support others' feelings, beliefs and needs.	Includes and stands up for others who look differently and have differing abilities or traditions.


Individual children develop at a unique pace.		Infant		Toddler		Preschool		Pre-Primary		Primary	
Skill / Skill Code		Skill Definition	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8	
 Physical Development	PD 1 Gross Motor	PD 1 Builds strength, coordination and balance of large muscles	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.	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	PD 2 Builds strength and coordination of small movements	Reaches for objects in sight. Uses hands or feet 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	PD 3 Demonstrates safe practices	Expresses distress when needs are not met.	Responds to possible dangers in environment and avoids them when prompted.	Follows simple safety rules and avoids danger.	Follows safety rules and help others follow rules. Identifies dangerous situations and seeks help.	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	PD 4 Implements self-help routines for hygiene and dressing	Receives appropriate healthcare from caregivers. Cries or moves body when physical needs are not met.	Recognizes the difference between dirty and clean. Begins to participate in self-care activities. Points to body parts when prompted.	With help, participates in healthcare routines. Identifies body parts. Describes basic personal needs.	Describes the function of basic body parts. Can locate body pain. Regulates toileting and handwashing needs. Follows a routine of rest and active play. Meets most personal needs.	Explains how germs spread and describes simple strategies for preventing the spread. Distinguishes between basic needs and wants for living creatures.	Regulates personal needs for nutrition, activity and rest. When feeling sick, describes symptoms. Describes some contagious diseases.	Explains examples of positive choices in nutrition, exercise and rest to maintain wellness. Maintains personal hygiene with few reminders.	Explains how to manage health and role of nutrition, exercise and rest in self and others.	
	PD 5 Nutrition	PD 5 Follows healthy nutrition routines	Cries when hungry or tired.	Communicates the need to eat, rest and drink. Feeds self some finger foods.	Anticipates the need to eat, rest and drink. Feeds self 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 foods.	Identifies food that is nutritious. Helps to prepare food for others.	Describes what happens after consumption of food.	Describes the functions of basic organs.	


Individual children develop at a unique pace.		Infant		Toddler		Preschool		Pre-Primary		Primary									
Skill / Skill Code		Skill Definition		Benchmark 1		Benchmark 2		Benchmark 3		Benchmark 4		Benchmark 5		Benchmark 6		Benchmark 7		Benchmark 8	
 Language & Literacy Development	LLD 1 Listening	LLD 1a Understands and interprets language (both words and gestures)	Turns head toward the person speaking and makes gestures and/or vocalizations in response.	Shows understanding of a variety of single familiar words. Points at named objects or body parts.	Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions.	Listens then responds appropriately. Shows understanding of some complex vocabulary. Asks for clarification when doesn't understand.	Listens and understands inferred requests.	Shows understanding of a series of complex statements that explain how or why. Asks and answers general questions about information shared verbally.	Asks or answers specific questions about key details from information or stories shared verbally.	Listens to gather information. Asks questions to clarify or deepen understanding. Recalls key ideas shared verbally.									
		LLD 1b Follows directions	Responds to conversation in environment and imitates actions.	With prompts and gestures, follows a one-step direction.	Follows related two-step directions given verbally.	Follows unrelated two-step directions given verbally.	With prompting, follows multi-step directions given verbally.	Follows multi-step directions given verbally.	Remembers and follows previous rules or directions shared verbally.	Responds to verbal statements that have implied directions or requests.									
	LLD 2 Communication	LLD 2a Uses language to express ideas	Uses vocalizations and gestures to communicate.	Uses a few words, signs or word-like sounds to communicate.	Communicates needs, desires and ideas. Asks and responds to questions.	Asks simple questions and stays on topic for two to three exchanges.	Tells stories and engages in conversations through multiple exchanges.	Explains personal thoughts about familiar people, places and events.	Discusses ideas and feelings about a wide range of age-appropriate topics. Stays on topic throughout discussion.	Uses expression, tone and pacing to reinforce the meaning of what s/he is communicating. Clarifies meaning during a discussion.									
		LLD 2b Uses conversational skills	Mimics single sounds.	Says one- to two-word sentences.	Says two- to four-word sentences and repeats short phrases by using either signs, braille or verbalized words.	Speaks in sentences (with words, sign language) but does not always follow grammatical rules.	Speaks in simple complete sentences using sign language, braille, a second language or technology. Uses question words in speech.	Speaks audibly. Makes nouns plural by adding /s/. Uses common prepositions.	Uses many types of sentences, including simple and compound. Uses verb tense to express past, present and future.	Uses common irregular plural nouns and conjugated verbs.									
		LLD 2c Uses and expands vocabulary	Makes noises and gestures to communicate.	Repeats words heard frequently in environment.	Identifies familiar people, places and objects. Asks what a specific person or object is called.	Describes familiar people, places and objects. Seeks additional words for new ways to describe.	Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.	Uses new or technical words learned in conversations or through reading. Compares words and their meanings.	Identifies words whose meaning are similar. Determines the meaning of unknown words from context or from root word.	Explains the difference between closely related words. Uses multiple strategies to determine and learn the meaning of unfamiliar words.									
	LLD 3 Phonological Awareness	LLD 3 Hears small units of sound	Babbles and vocalizes using sound, volume and inflection.	Imitates sounds and tones. Repeats the last word in familiar rhymes when prompted.	Shows awareness of separate words in spoken language. Suggests a missing rhyming word within a poem or song.	Identifies words that have a similar beginning sound. Identifies when two words rhyme. Shows awareness of separate syllables in a word.	Identifies the beginning and ending sounds of words. Suggests a series of rhyming words when given a word.	Counts syllables in spoken words. Isolates and pronounces the sound of each syllable. Explains which sound of given word is the rime and which sound is the onset.	Identifies and isolates individual sounds heard in one-syllable words. Recognizes blends, digraphs, letter patterns and simple word families.	Manipulates, substitutes and deletes sounds in words. Manipulates syllables in words, including prefixes and suffixes.									
		LLD 4 Alphabetic Knowledge	LLD 4a Identifies letters and words	Looks for familiar people and objects when given their names.	Identifies a familiar object or person when shown a drawing or photo.	Recognizes the difference between pictures, letters and numbers in print.	Recognizes some common words in print, such as his/ her name, mom, dad.	Names upper- and lowercase letters when presented in random order. When shown a two- or three-letter word, can find it in print.	Reads high-frequency sight words.	Reads and decodes root words with inflectional endings, e.g., -ed, -ing, -s.	Decodes words with common prefixes and suffixes. Uses context or rereads to determine the meaning of unknown words.								
	LLD 4b Makes letter-sound connections and decodes words		Babbles or repeats sounds.	Points at words printed on a page and pretends to read aloud.	Recognizes the sound of the first letter in his/ her name.	Identifies six to seven letters and their sounds.	Identifies 12 to 15 letters and their sounds. Recognizes that letters make up words.	Identifies all letters and their sounds. Begins to sound out the letters in two- to four-letter words.	Recognizes letter patterns, word families, long and short vowel sounds, whole word chunks, digraphs and blends.	Applies phonics strategies and word analysis skills to decode unfamiliar words.									
	LLD 5 Concepts of Print	LLD 5 Uses print concepts and explores books and other text	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	LLD 6a Responds to text	Interacts by reaching for or patting when a book is read.	Points to pictures and repeats words from familiar stories.	Talks about pictures and ideas in familiar stories.	Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story.	Relates to the characters or events of the story and shares a similar experience or object from own life.	With support, compares similarities between two texts.	Makes many text-to-text, text-to-self and text-to-real-world connections. Compares similarities and differences between texts.	Evaluates texts based on content, personal experiences and knowledge of the world. Compares the main points of two texts.								
	LLD 6b Retells, asks and answers questions about a text or story		Holds book and looks intently at each page.	Answers “where” questions by pointing.	Answers “what” questions about stories and books. Recalls the name of the main character.	Asks and answers questions about text or new vocabulary and retells a story by pointing at pictures or role-playing with props.	Retells portions of a story. Asks and answers simple questions about characters, setting, events and complex vocabulary.	With prompting, answers questions about characters and setting. Retells major events of a story in sequence.	Retells stories with key details. Discusses setting, characters and events.	Summarizes texts and their messages. Describes the points of view of various characters.									
	LLD 7 Writing	LLD 7 Uses writing to represent meaning	Explores writing materials.	Makes random marks with writing tools. Make handprints or fingerprints.	Writes letter-like forms and creates his/ her own symbols. Scribbles or draws marks as a representation of an object or person.	Attempts to print or copy familiar symbols and letters, especially those that are in own name. Draws and explains who or what it represents.	Prints first name. Copies print. Uses inventive spelling. Uses a combination of drawing, dictating and writing to express and record an event or idea.	Prints first and last name. Prints upper- and lowercase letters appropriately. Uses inventive spelling to write words related to express an idea.	Writes simple sentences. Begins to use traditional spelling. Writes a string of simple sentences to tell a story or share information. Provides a concluding statement.	Writes simple and compound sentences. Uses commas. Checks and corrects spelling. Writes ideas or groups information in logical order. Uses descriptive words in writing.									

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 <b>Mathematics &amp; Reasoning</b>	<b>MR 1 Number Sense</b>	<b>MR 1a</b> Identifies numerals	Hears numbers in everyday context.	Recognizes the numeral one and sees other numerals around the room.	Recognizes numerals to three.	Identifies numerals to five.	Identifies numerals to 10.	Identifies and writes numerals to 20.	Identifies numerals to 100 and understands place value to the hundreds place.	Compares and orders numerals to 1000. Identifies if a number is even or odd.
		<b>MR 1b</b> Determines quantity	Hears rote counting.	Repeats number words when heard.	Points to one object at a time while counting (not always in correct order).	Counts up to ten objects.	Counts up to 20 objects.	Counts to 100 by ones and tens. Counts forward from a given number.	Counts in sequence to 120 from a given number.	Counts by fives, tens and hundreds to 1000. Adds and subtracts within 20.
		<b>MR 1c</b> Understands operations	Looks for an object that is taken out of sight.	Demonstrates an understanding of one, two and more.	Creates groups of objects. Adds to and removes from group as prompted.	Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.	Solves addition and subtraction problems within ten.	Decomposes numbers less than or equal to 10 in more than one way, e.g., $7 = 3 + 4$ just as $7 = 2 + 5$ .	Uses manipulatives to group and count units. Determines if a given addition or subtraction equation is true or false.	Solves for the unknown in one- and two-step addition or subtraction word problems. Explains problem-solving strategies.
	<b>MR 2 Spatial Awareness</b>	<b>MR 2a</b> Understands how objects move in space	Tries to put one object inside another.	Purposely turns or spins objects. Fills container then dumps out the contents.	Recognizes objects that are upside-down and turns them right-side up. Puts together three pieces to create a whole object.	Matches two objects even if turned different ways. Uses a guide to assemble 12 puzzle pieces.	Identifies and corrects the orientation of familiar objects and symbols. Assembles a puzzle without using a guide.	Identifies 2D and 3D shapes regardless of orientation. Creates complex shapes by putting together or taking apart other shapes.	Matches 2D to 3D shapes. Recognizes symmetry. Builds complex shapes from simpler shapes.	Determines when shapes have been slid, turned or flipped and describes the translation.
		<b>MR 2b</b> Determines object location	Participates as caregiver raises arms or legs and says up/down.	Follows simple positional directions such as on/off, over/under and up/down.	Finds or places objects next to, between, in front of or behind self.	When prompted, places objects next to, between, in front of or behind objects not related to self.	Explains the location of an object in relation to another object.	Makes simple maps or models to represent the location of objects.	Gives and follows positional instructions to find objects.	Uses representations, coordinate systems and maps to identify locations of objects or places.
	<b>MR 3 Shapes</b>	<b>MR 3</b> Identifies shapes and their characteristics	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. Splits shapes into four equal parts.	Identifies and draws complex shapes. Separates a shape into halves, thirds and fourths.
	<b>MR 4 Measurement</b>	<b>MR 4a</b> Estimates and measures	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.
		<b>MR 4b</b> Compares and seriates	Picks up and puts down objects. Demonstrates an understanding of "more."	Places objects in a line. Demonstrates an understanding of more, none and one.	Compares and orders two to three objects according to size, length, hue or weight.	Orders multiple objects by one feature using process of elimination. Describes order using words like first, then and last.	Arranges and orders multiple objects by size, length, hue or weight.	Orders multiple objects by two or more features. Orders events in time.	Compares the length of two objects by using a third object (the length unit). Orders three objects by length.	Compares and explains how much longer one object is than another using standard units of measurement.
	<b>MR 5 Patterns</b>	<b>MR 5</b> Identifies, reproduces and creates 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.
	<b>MR 6 Classification</b>	<b>MR 6</b> Matches and sorts	Recognizes familiar people and objects.	When shown one object, finds the match.	Sorts 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.
	<b>MR 7 Logic &amp; Reasoning</b>	<b>MR 7</b> Recalls info, builds memory, reasoning and problem-solving	Reacts to unexpected noises, lights or sights and determines if safe or scary.	Experiments with cause and effect.	Asks why. Begins to understand how things are connected. Recognizes a problem and asks for help.	Plans steps to accomplish task and explores many possible solutions to a problem.	Uses previous knowledge to determine which solution to try first when solving a problem or planning how to accomplish a task.	Mentally eliminates possible solutions to a problem by thinking through their potential results.	Explains the sequence of his or her problem-solving strategy.	Solves hypothetical problems by connecting personal experiences to possible solutions.



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 <b>Science</b>	<b>SCI 1 Investigation &amp; Inquiry</b>	<b>SCI 1</b> Observes, inquires and investigates	Looks for a person or toy that has moved out of sight. Uses senses to explore an environment.	Demonstrates curiosity about objects by touching and manipulating them. Asks one- to two-word questions.	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, seeks information and 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.
	<b>SCI 2 Natural &amp; Earth Science</b>	<b>SCI 2a</b> Understands living and nonliving things	Explores immediate environment using senses.	Plays with rocks, sand, dirt or water. Reacts to animals or insects in immediate environment.	Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics.	Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move.	Recognizes that all living things have similar basic needs. Sorts organisms as living or nonliving and explains why.	Describes how living things obtain what they need to survive. Groups living things by similar features.	Describes how an organism's features and surroundings help it survive.	Describes threats that living things must overcome to survive. Explains the relationships between a variety of species.
		<b>SCI 2b</b> Demonstrates knowledge of Earth's environment	Reacts to weather changes in immediate environment.	Understands hot and cold. Points at clouds and explores the feel of rain and wind.	Notifies changes in temperature or weather.	Identifies the climate and weather in the immediate environment.	Identifies current season and explains how weather affects personal life.	Explains that different places have disparate kinds of weather and climates.	Explains weather patterns and the basic properties and role of the sun, moon and earth.	Describes how the sun and movements of the earth affect climate.
	<b>SCI 3 Physical Science</b>	<b>SCI 3</b> Explores forces, motion and physical properties of materials	Uses senses to explore objects in an 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. Begins to name colors.	Explains how common vehicles, animals and people move. Sorts objects by type of movement. Describes basic physical properties of objects including textures and colors.	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.
	<b>SCI 4 Technology</b>	<b>SCI 4</b> Uses tools and technology to performs tasks	Explores simple tools such as toys and spoons.	Begins to use simple tools purposefully, such as using a spoon to feed self.	Explores movable parts on toys and tools. Uses on and off switches.	Explores simple machines and interacts with simple electronic and screen toys.	Experiments with simple technology to solve problems or accomplish tasks.	Uses familiar tools and technology to produce a desired result or solve a specific problem.	Experiments with familiar and unfamiliar tools and technology to achieve a variety of results.	Identifies which tools can best help save time, solve a problem or increase enjoyment.

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 Social Studies	SS 1 Culture & Community	SS 1a Identifies community and family roles	Responds to primary caregivers. Recognizes self as being separate from others.	Recognizes the difference between a familiar and unfamiliar person.	Identifies familiar people and pets.	Describes family members and their relationship to self. Identifies and role-plays familiar community helpers.	Identifies roles of self and others and describes the job each may do.	Compares roles, rules and responsibilities between different groups.	Describes how roles and responsibilities or families and groups change over time.	Identifies features in rural, urban and suburban communities and how these features impact roles and responsibilities.	
		SS 1b Explores cultures and traditions	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.	Describes the routines, familiar stories, traditions, foods and celebrations of own family and community.	Explains the meaning and importance of their own traditions and customs. Begins to learn about other cultures.	Explains the meaning and importance of traditions and customs of other people.	Compares diverse cultures and traditions.	Names influential people and events that have impacted familiar cultures and traditions.	
		SS 1c Respects diversity	Sees diverse features of people in books, toys and media.	Explores people and their features side by side in a book or a mirror.	Identifies physical similarities and differences between self and others.	Interacts respectfully with people who look, learn, believe or move differently than self.	Asks questions about how others live, eat, play and believe.	Explains how individuals, families and cultures differ.	Demonstrates an understanding that some people have different needs or beliefs than self and seeks to support them accordingly.	Demonstrates respect for people who look different and have differing abilities or traditions.	
	SS 2 Civics & Economics	SS 2a Follows rules, limits and expectations	Attends to others in immediate environment.	Participates in communal activities.	Recognizes and attends to authority figures.	Follows familiar rules, routines and helps make group decisions. Expresses feelings about fairness.	Applies familiar rules and suggests new rules in a variety of situations.	Discusses the purposes of rules, laws and civic leaders. Participates in voting to make decisions.	Identifies individual rights. Determines if rules support the common good.	Describes different levels of government, e.g., local, state, national. Makes democratic decisions.	
		SS 2b Understands concepts of money and economics	Grasps and releases objects.	Expresses a desire for an object or action. Says me, mine.	Expresses choice or want and realizes s/he has interests and desires different from others. Recognizes ownership of familiar objects. Explores the concept of trade.	Asks before taking an object that does not belong to self. Offers an object to another person to get what they want. Explores concept of money.	Explores the use of trade of both goods and money to receive/buy objects or services.	Exchanges money, goods or services for other goods or services. Identifies value of differing coins.	Describes how and why we save, earn and spend money.	Explains how and why people work together in trade to get what they need and want. Explains why some items are more expensive or valuable.	
	SS 3 Geography	SS 3 Identifies types of places and interacts with maps	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 home, church, stores. 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	SS 4 Develops 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. Recognizes sequence of events to establish a sense of order and time.	Uses language of time to describe familiar sequences of events.	Retells historical, fictional or past events or stories.	Compares and contrasts current and historical conditions of familiar environments.	Describes relationships between past events and current conditions. Explains why it is important to understand historical events.	

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