



Alignment of the
Experience Early Learning Skills
with
Utah Early Learning Guidelines Birth to Age Three
and
Utah Core Standards Early Learning (Ages 3-5)





The Developmental Continuum of the Experience Early Learning Skills

This document details the alignment of the **Utah Early Learning Guidelines Birth to Age Three and Utah Core Standards Early Learning (Ages 3-5)**. For questions or comments about this alignment, please contact info@experienceearlylearning.com

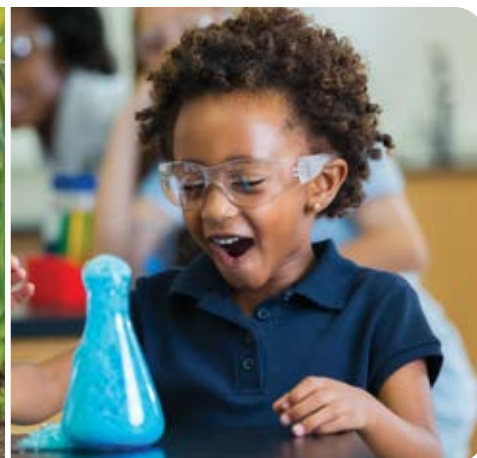
The Experience Early Learning Skills are embedded within all Experience Early Learning curricula and resources, such as Experience Preschool Curriculum, Experience Toddler and Experience Baby Curriculum. They represent child development research and support the behavioral shifts that occur over time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

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

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



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



Utah Early Learning Guidelines

*Utah Early Learning Guidelines
Birth to Age Three*

*Utah Core Standards Early
Learning (Ages 3-5)*



Domain I: Social and Emotional Development	
Component: Trust and Emotional Security	
<p>Indicators: Engages in behaviors that build relationships with familiar adults Shows preference for familiar adults Responds to unfamiliar adults cautiously Seeks to find comfort in new situations Shows emotional connection and attachment to others</p>	
<p>Young Infant (Birth to 8 months)</p> <ul style="list-style-type: none"> • Looks intently at familiar human faces • Follows movement of caregiver about the room with eyes • Accepts comfort by familiar caregiver when tired, hungry or upset • Responds with smiles and cooing when picked up by familiar caregiver • Avoids eye contact with strange adults • Looks at caregiver's face while being held for feeding • Looks for familiar caregiver when tired, hungry or upset 	<p>SED 1 Self-Awareness <i>Knows self and increases confidence. Expresses curiosity, preference and initiative.</i> SED 1a.1 Responds to name, explores hands and looks in mirror. SED 1b.1 Vocalizes or moves to express wants and needs. SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people.</p> <p>SED 2 Self-Regulation <i>Identifies emotions. Manages feelings and behavior. Follows routines and transitions.</i> SED 2a.1 Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort. SED 2a.2 Show a range of emotions with facial expressions and gestures. SED 2b.1 Calms with support from caregiver. SED 2b.2 Soothes self by seeking a familiar adult or thing. SED 2c.1 Reacts to changes in tone of voice or expression. SED 2c.2 Cooperates during familiar routines and familiar activities.</p> <p>SED 3 Attention & Persistence <i>Attends and engages. Shows flexibility and inventiveness.</i></p>

	<p>SED 3a.1 Focuses for a short time on a person, sound or thing. SED 3a.2 Attends to what others are looking at or pointing to. SED 3b.1 Shifts attention from one person or thing to another. SED 3b.2 Repeats actions to gain a result.</p> <p>SED 4 Social Relationships <i>Develops relationships with adults and peers. Participates cooperatively in groups. Identifies and respects differences in others.</i> SED 4a.1 Responds to primary caregivers through eye contact and gentle touch. SED 4a.2 Greets and stays near familiar people. SED 4b.1 Enjoys turn-taking games such as peekaboo. SED 4b.2 Mimics actions of others. SED 4c.1 Adjusts behavior according to emotional or facial response of a familiar person. SED 4c.2 Explores people and their features side by side in a book or a mirror.</p> <p>SS 1 Culture & Community <i>Identifies community and family roles. Explores cultures and traditions. Respects diversity.</i> SS 1a.1 Responds to primary caregivers. Recognizes self as being separate from others. SS 1a.2 Recognizes the difference between a familiar and unfamiliar person. SS 1b.1 Is exposed to family traditions or cultural events. SS 1b.2 With help, participates in family traditions and customs. SS1c.1 Sees diverse features of people in books, toys and media. SS 1c.2 Explores people and their features side by side in a book or a mirror.</p>
<p>Older Infant (8 to 18 months)</p> <ul style="list-style-type: none"> • Greets familiar caregiver with a smile, hug or kiss • Cries when left with a new caregiver, but may respond to soothing words, holding and other forms of comfort 	<p>SED 1 Self-Awareness <i>Knows self and increases confidence. Expresses curiosity, preference and initiative.</i> SED 1a.1 Responds to name, explores hands and looks in mirror. SED 1b.1 Vocalizes or moves to express wants and needs. SED 1b.2 Seeks out or responds to favorite or preferred toys, objects</p>

- Prefers comfort from familiar adult when tired or hungry
- Enjoys looking at, pointing to or naming familiar people in family photos
- Calls for “Mama” or familiar person when in a new situation

or people.

SED 2 Self-Regulation

Identifies emotions. Manages feelings and behavior. Follows routines and transitions.

SED 2a.1 Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort.

SED 2a.2 Show a range of emotions with facial expressions and gestures.

SED 2b.1 Calms with support from caregiver.

SED 2b.2 Soothes self by seeking a familiar adult or thing.

SED 2c.1 Reacts to changes in tone of voice or expression.

SED 2c.2 Cooperates during familiar routines and familiar activities.

SED 3 Attention & Persistence

Attends and engages. Shows flexibility and inventiveness.

SED 3a.1 Focuses for a short time on a person, sound or thing.

SED 3a.2 Attends to what others are looking at or pointing to.

SED 3b.1 Shifts attention from one person or thing to another.

SED 3b.2 Repeats actions to gain a result.

SED 4 Social Relationships

Develops relationships with adults and peers. Participates cooperatively in groups. Identifies and respects differences in others.

SED 4a.1 Responds to primary caregivers through eye contact and gentle touch.

SED 4a.2 Greets and stays near familiar people.

SED 4b.1 Enjoys turn-taking games such as peekaboo.

SED 4b.2 Mimics actions of others.

SED 4c.1 Adjusts behavior according to emotional or facial response of a familiar person.

SED 4c.2 Explores people and their features side by side in a book or a mirror.

SS 1 Culture & Community

Identifies community and family roles. Explores cultures and traditions. Respects diversity.

	<p>SS 1a.1 Responds to primary caregivers. Recognizes self as being separate from others.</p> <p>SS 1a.2 Recognizes the difference between a familiar and unfamiliar person.</p> <p>SS 1b.1 Is exposed to family traditions or cultural events.</p> <p>SS 1b.2 With help, participates in family traditions and customs.</p> <p>SS1c.1 Sees diverse features of people in books, toys and media.</p> <p>SS 1c.2 Explores people and their features side by side in a book or a mirror.</p>
<p>Toddler (18 to 36 months)</p> <ul style="list-style-type: none"> • Says “Hi” or “Bye-bye,” smiles or waves when familiar people enter or leave the room • Looks for or asks for “Mama” or familiar adult when falling down or getting hurt • Greets familiar caregivers with enthusiasm when they return to the room • Reaches for familiar caregiver when an unfamiliar adult approaches • Wants to take a familiar toy or blanket along on a trip or a visit to a new place • Accepts reassurance in a telephone conversation with a member of the family 	<p>SED 1 Self-Awareness <i>Knows self and increases confidence. Expresses curiosity, preference and initiative.</i></p> <p>SED 1a.3 Expresses ideas about self in relation to others. Expresses interests in trying tasks with help.</p> <p>SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people.</p> <p>SED 1b.3 Expresses likes and dislikes.</p> <p>SED 2 Self-Regulation <i>Identifies emotions. Manages feelings and behavior. Follows routines and transitions.</i></p> <p>SED 2a.1 Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort.</p> <p>SED 2a.2 Show a range of emotions with facial expressions and gestures.</p> <p>SED 2b.1 Calms with support from caregiver.</p> <p>SED 2b.2 Soothes self by seeking a familiar adult or thing.</p> <p>SED 2c.1 Reacts to changes in tone of voice or expression.</p> <p>SED 2c.2 Cooperates during familiar routines and familiar activities.</p> <p>SED 3 Attention & Persistence <i>Attends and engages. Shows flexibility and inventiveness.</i></p> <p>SED 3a.2 Attends to what others are looking at or pointing to.</p> <p>SED 3a.3 Focuses on an engaging activity for a short period of time independently or with an adult.</p> <p>SED 3b.2 Repeats actions to gain a result.</p> <p>SED 3b.3 Asserts a desire to start or end an activity. Asks for help as</p>

	<p>needed.</p> <p>SED 4 Social Relationships <i>Develops relationships with adults and peers. Participates cooperatively in groups. Identifies and respects differences in others.</i> SED 4a.2 Greets and stays near familiar people. SED 4a.3 Identifies and plays side by side with a new or familiar person. SED 4b.2 Mimics actions of others. SED 4b.3 Helps or participates in an activity when asked. SED 4c.2 Explores people and their features side by side in a book or a mirror. SED 4c.3 Identifies emotions of others. Demonstrates concern for others.</p> <p>SS 1 Culture & Community <i>Identifies community and family roles. Explores cultures and traditions. Respects diversity.</i> SS 1a.2 Recognizes the difference between a familiar and unfamiliar person. SS 1a.3 Identifies familiar people and pets. SS 1b.2 With help, participates in family traditions and customs. SS 1b.3 Recognizes familiar symbols or artifacts of family traditions or customs. SS 1c.2 Explores people and their features side by side in a book or a mirror. SS 1c.3 Identifies physical similarities and differences between self and others.</p>
Component: Self-Awareness	
<p><u>Indicators:</u> Expresses feelings and emotions through facial expressions, sounds or gestures Develops awareness of self as separate from others Shows confidence in increasing abilities</p>	

Young Infant (Birth to 8 months)

- Stares at own hands or feet as they move
- Expresses feelings of comfort, discomfort, enjoyment or unhappiness
- Looks at own reflection in the mirror as if it were another baby
- Attends to other people's faces and pictures or drawings of faces

SED 1 Self-Awareness

Knows self and increases confidence. Expresses curiosity, preference and initiative.

SED 1a.1 Responds to name, explores hands and looks in mirror.

SED 1a.2 Recognizes self in photos or in a mirror.

SED 1b.1 Vocalizes or moves to express wants and needs.

SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people.

SED 2 Self-Regulation

Identifies emotions. Manages feelings and behavior. Follows routines and transitions.

SED 2a.1 Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort.

SED 2a.2 Show a range of emotions with facial expressions and gestures.

SED 2b.1 Calms with support from caregiver.

SED 2b.2 Soothes self by seeking a familiar adult or thing.

SED 2c.1 Reacts to changes in tone of voice or expression.

SED 2c.2 Cooperates during familiar routines and familiar activities.

PD 3 Safety

Demonstrates safe practices.

PD 3.1 Expresses distress when needs are not met.

PD 3.2 Responds to possible dangers in environment and avoids them when prompted.

SS 1 Culture & Community

Identifies community and family roles. Explores cultures and traditions. Respects diversity.

SS 1a.1 Responds to primary caregivers. Recognizes self as being separate from others.

SS 1a.2 Recognizes the difference between a familiar and unfamiliar person.

SS 1b.1 Is exposed to family traditions or cultural events.

SS 1b.2 With help, participates in family traditions and customs.

SS1c.1 Sees diverse features of people in books, toys and media.

	<p>SS 1c.2 Explores people and their features side by side in a book or a mirror.</p> <p>SS 2 Civics & Economics <i>Follows rules, limits and expectations. Understands concepts of money and economics.</i> SS 2a.1 Attends to others in immediate environment. SS 2a.2 Participates in communal activities. SS 2b.1 Grasps and releases objects. SS 2b.2 Expresses a desire for an object or action. Says me, mine.</p> <p>CA 2 Dance & Movement <i>Expresses through dance. Develops movement techniques.</i> CA 2a.1 Uses body language to express feelings. CA 2a.2 Uses purposeful gestures and body language to communicate. CA 2b.1 Moves body in a variety of ways. CA 2b.2 Moves body purposely. Sways or bounces to music.</p>
<p>Older Infant (8 to 18 months)</p> <ul style="list-style-type: none"> • Expresses emotions, such as sadness, happiness, anger and surprise • Smiles at own reflection in mirror or makes sounds when looking at image in the mirror • Shows likes and dislikes for particular toys, blankets or other objects • Claps hands for self after running round and round the table 	<p>SED 1 Self-Awareness <i>Knows self and increases confidence. Expresses curiosity, preference and initiative.</i> SED 1a.1 Responds to name, explores hands and looks in mirror. SED 1a.2 Recognizes self in photos or in a mirror. SED 1b.1 Vocalizes or moves to express wants and needs. SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people. SED 1b.3 Expresses likes and dislikes.</p> <p>SED 2 Self-Regulation <i>Identifies emotions. Manages feelings and behavior. Follows routines and transitions.</i> SED 2a.1 Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort. SED 2a.2 Show a range of emotions with facial expressions and gestures. SED 2b.1 Calms with support from caregiver. SED 2b.2 Soothes self by seeking a familiar adult or thing.</p>

	<p>SED 2c.1 Reacts to changes in tone of voice or expression.</p> <p>SED 2c.2 Cooperates during familiar routines and familiar activities.</p> <p>PD 3 Safety <i>Demonstrates safe practices.</i> PD 3.1 Expresses distress when needs are not met. PD 3.2 Responds to possible dangers in environment and avoids them when prompted.</p> <p>SS 1 Culture & Community <i>Identifies community and family roles. Explores cultures and traditions. Respects diversity.</i> SS 1a.1 Responds to primary caregivers. Recognizes self as being separate from others. SS 1a.2 Recognizes the difference between a familiar and unfamiliar person. SS 1b.1 Is exposed to family traditions or cultural events. SS 1b.2 With help, participates in family traditions and customs. SS1c.1 Sees diverse features of people in books, toys and media. SS 1c.2 Explores people and their features side by side in a book or a mirror.</p> <p>SS 2 Civics & Economics <i>Follows rules, limits and expectations. Understands concepts of money and economics.</i> SS 2a.1 Attends to others in immediate environment. SS 2a.2 Participates in communal activities. SS 2b.1 Grasps and releases objects. SS 2b.2 Expresses a desire for an object or action. Says me, mine.</p> <p>CA 2 Dance & Movement <i>Expresses through dance. Develops movement techniques.</i> CA 2a.1 Uses body language to express feelings. CA 2a.2 Uses purposeful gestures and body language to communicate. CA 2b.1 Moves body in a variety of ways. CA 2b.2 Moves body purposely. Sways or bounces to music.</p>
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Toddler (18 to 36 months)

- Recognizes and identifies own emotions, such as, “I’m sad” or I’m happy”
- Shows recognition of self while looking in mirror and touching nose, head or some other body part that toddler can see only with a mirror
- Calls self by name and begins to use words, such as “I” or “me”
- Says or uses sign language for “mine” and holds toy or other object close when someone wants to take favorite possession

SED 1 Self-Awareness

Knows self and increases confidence. Expresses curiosity, preference and initiative.

SED 1a.2 Recognizes self in photos or in a mirror.

SED 1a.3 Expresses ideas about self in relation to others. Expresses interests in trying tasks with help.

SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people.

SED 1b.3 Expresses likes and dislikes.

SED 2 Self-Regulation

Identifies emotions. Manages feelings and behavior. Follows routines and transitions.

SED 2a.2 Show a range of emotions with facial expressions and gestures.

SED 2a.3 Experiments and role-plays with a range of emotions.

SED 2a.4 Recognizes and names a few personal feelings.

SED 2b.2 Soothes self by seeking a familiar adult or thing.

SED 2b.3 Mimics breathing and calming strategies. Practices waiting for a turn.

SED 2c.2 Cooperates during familiar routines and familiar activities.

SED 2c.3 Recognizes a familiar activity or routine. Redirects to a new activity with help.

PD 3 Safety

Demonstrates safe practices.

PD 3.2 Responds to possible dangers in environment and avoids them when prompted.

PD 3.3 Follows simple safety rules and avoids danger.

SS 1 Culture & Community

Identifies community and family roles. Explores cultures and traditions. Respects diversity.

SS 1a.1 Responds to primary caregivers. Recognizes self as being separate from others.

SS 1a.2 Recognizes the difference between a familiar and unfamiliar person.

	<p>SS 1b.1 Is exposed to family traditions or cultural events. SS 1b.2 With help, participates in family traditions and customs. SS1c.1 Sees diverse features of people in books, toys and media. SS 1c.2 Explores people and their features side by side in a book or a mirror.</p> <p>SS 2 Civics & Economics <i>Follows rules, limits and expectations. Understands concepts of money and economics.</i> SS 2a.2 Participates in communal activities. SS 2a.3 Recognizes and attends to authority figures. SS 2a.4 Follows familiar rules, routines and helps make group decisions. Expresses feelings about fairness. SS 2b.2 Expresses a desire for an object or action. Says me, mine. SS 2b.3 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.</p> <p>CA 2 Dance & Movement <i>Expresses through dance. Develops movement techniques.</i> CA 2a.2 Uses purposeful gestures and body language to communicate. CA 2a.3 Moves in its own way to music and rhythm. CA 2b.2 Moves body purposely. Sways or bounces to music. CA 2b.3 Follows the movements of others. Explores personal space and direction.</p>
Component: Self-Regulation	
<p>Indicators: Begins to manage own behavior and show self-regulation Shows ability to cope with stress Shows increasing independence Understands simple routines, rules or limitations</p>	
Young Infant (Birth to 8 months)	<p>SED 1 Self-Awareness <i>Knows self and increases confidence. Expresses curiosity, preference</i></p>

- Expects a response from a caregiver when crying or upset
- Stops crying when held and gently rocked or talked to by familiar caregiver
- Sucks fist, thumb or pacifier for calming down when upset Looks for familiar caregiver, favorite toy or blanket
- Opens mouth for spoon while being fed by caregiver

and initiative.

SED 1a.1 Responds to name, explores hands and looks in mirror.

SED 1a.2 Recognizes self in photos or in a mirror.

SED 1b.1 Vocalizes or moves to express wants and needs.

SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people.

SED 2 Self-Regulation

Identifies emotions. Manages feelings and behavior. Follows routines and transitions.

SED 2a.1 Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort.

SED 2a.2 Show a range of emotions with facial expressions and gestures.

SED 2b.1 Calms with support from caregiver.

SED 2b.2 Soothes self by seeking a familiar adult or thing.

SED 2c.1 Reacts to changes in tone of voice or expression.

SED 2c.2 Cooperates during familiar routines and familiar activities.

SED 3 Attention & Persistence

Attends and engages. Shows flexibility and inventiveness.

SED 3a.1 Focuses for a short time on a person, sound or thing.

SED 3a.2 Attends to what others are looking at or pointing to.

SED 3b.1 Shifts attention from one person or thing to another.

SED 3b.2 Repeats actions to gain a result.

PD 2 Fine Motor

Builds strength and coordination of small movements.

PD 2.1 Reaches for objects in sight. Uses hands or feet to make contact with an object.

PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self.

PD 3 Safety

Demonstrates safe practices.

PD 3.1 Expresses distress when needs are not met.

PD 3.2 Responds to possible dangers in environment and avoids them

	when prompted.
<p>Older Infant (8 to 18 months)</p> <ul style="list-style-type: none"> • Sucks on fingers or thumb to calm self when upset or in a new situation • Moves arms, legs or body to get own bottle or toys • Understands what “No” means and may tell self “No-No” • Holds own bottle or feeds self with fingers • Copes with stress by playing with familiar toys in a favorite spot • Plays quietly with a toy while waiting to get up from a nap 	<p>SED 1 Self-Awareness <i>Knows self and increases confidence. Expresses curiosity, preference and initiative.</i> SED 1a.1 Responds to name, explores hands and looks in mirror. SED 1a.2 Recognizes self in photos or in a mirror. SED 1b.1 Vocalizes or moves to express wants and needs. SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people.</p> <p>SED 2 Self-Regulation <i>Identifies emotions. Manages feelings and behavior. Follows routines and transitions.</i> SED 2a.1 Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort. SED 2a.2 Show a range of emotions with facial expressions and gestures. SED 2b.1 Calms with support from caregiver. SED 2b.2 Soothes self by seeking a familiar adult or thing. SED 2c.1 Reacts to changes in tone of voice or expression. SED 2c.2 Cooperates during familiar routines and familiar activities.</p> <p>SED 3 Attention & Persistence <i>Attends and engages. Shows flexibility and inventiveness.</i> SED 3a.1 Focuses for a short time on a person, sound or thing. SED 3a.2 Attends to what others are looking at or pointing to. SED 3b.1 Shifts attention from one person or thing to another. SED 3b.2 Repeats actions to gain a result.</p> <p>PD 2 Fine Motor <i>Builds strength and coordination of small movements.</i> PD 2.1 Reaches for objects in sight. Uses hands or feet to make contact with an object. PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self.</p> <p>PD 3 Safety <i>Demonstrates safe practices.</i></p>

	<p>PD 3.1 Expresses distress when needs are not met.</p> <p>PD 3.2 Responds to possible dangers in environment and avoids them when prompted.</p>
<p>Toddler (18 to 36 months)</p> <ul style="list-style-type: none"> • Tries to clean up own spills or messes • Wants to put on shoes or coat without help • Claps hands and shows others after completing a puzzle and then waits for a response from others • Says “No” or shakes head when doesn’t want to do something or doesn’t like something • Waits for adult before going outside or crossing the street 	<p>SED 1 Self-Awareness <i>Knows self and increases confidence. Expresses curiosity, preference and initiative.</i> SED 1a.2 Recognizes self in photos or in a mirror. SED 1a.3 Expresses ideas about self in relation to others. Expresses interests in trying tasks with help. SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people. SED 1b.3 Expresses likes and dislikes.</p> <p>SED 2 Self-Regulation <i>Identifies emotions. Manages feelings and behavior. Follows routines and transitions.</i> SED 2a.2 Show a range of emotions with facial expressions and gestures. SED 2a.3 Experiments and role-plays with a range of emotions. SED 2a.4 Recognizes and names a few personal feelings. SED 2b.2 Soothes self by seeking a familiar adult or thing. SED 2b.3 Mimics breathing and calming strategies. Practices waiting for a turn. SED 2c.2 Cooperates during familiar routines and familiar activities. SED 2c.3 Recognizes a familiar activity or routine. Redirects to a new activity with help.</p> <p>SED 3 Attention & Persistence <i>Attends and engages. Shows flexibility and inventiveness.</i> SED 3a.2 Attends to what others are looking at or pointing to. SED 3a.3 Focuses on an engaging activity for a short period of time independently or with an adult. SED 3a.4 Practices or repeats an activity many times until successful. Expresses delight over a successful project. SED 3b.2 Repeats actions to gain a result. SED 3b.3 Asserts a desire to start or end an activity. Asks for help as needed.</p>

	<p>SED 3b.4 Initiates an activity and seeks help to complete it.</p> <p>PD 2 Fine Motor <i>Builds strength and coordination of small movements.</i> PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self. PD 2.3 Opens, closes, twists and pulls objects with one or both hands.</p> <p>PD 3 Safety <i>Demonstrates safe practices.</i> PD 3.2 Responds to possible dangers in environment and avoids them when prompted. PD 3.3 Follows simple safety rules and avoids danger.</p>
Component: Relationships with Other Children	
<p><u>Indicators:</u> Shows interest in and awareness of other children Responds to and interacts with other children Begins to recognize and respond to other children's feelings and emotions Begins to show concern for others Learns social skills and eventually uses words for expressing feelings, needs and wants Uses imitation or pretend play to learn new roles and relationships</p>	
<p>Young Infant (Birth to 8 months)</p> <ul style="list-style-type: none"> • Watches other children from a distance or listens to other children • Quiets down and smiles when hears name spoken by familiar person • Starts to cry when other children in the room are crying • Vocalizes or gets excited when near other children 	<p>SED 4 Social Relationships <i>Develops relationships with adults and peers. Participates cooperatively in groups. Identifies and respects differences in others.</i> SED 4a.1 Responds to primary caregivers through eye contact and gentle touch. SED 4a.2 Greets and stays near familiar people. SED 4b.1 Enjoys turn-taking games such as peekaboo. SED 4b.2 Mimics actions of others. SED 4c.1 Adjusts behavior according to emotional or facial response of a familiar person.</p>

- Looks at and watches another child who is crying or upset Imitates facial expressions during games with other children and caregiver

SED 4c.2 Explores people and their features side by side in a book or a mirror.

LLD 1 Listening (Receptive Language)

Understands and interprets language (both words and gestures).

Follow directions.

LLD 1a.1 Turns head toward the person speaking and makes gestures and/or vocalizations in response.

LLD 1a.2 Shows understanding of a variety of single familiar words. Points at named objects or body parts.

LLD 1b.1 Responds to conversation in environment and imitates actions.

LLD 1b.2 With prompts and gestures, follows a one-step direction.

LLD 3 Phonological Awareness

Hears small units of sound.

LLD 3.1 Babbles and vocalizes using sound, volume and inflection.

LLD 3.2 Imitates sounds and tones. Repeats the last word in familiar rhymes when prompted.

SS 1 Culture & Community

Identifies community and family roles. Explores cultures and traditions. Respects diversity.

SS 1a.1 Responds to primary caregivers. Recognizes self as being separate from others.

SS 1a.2 Recognizes the difference between a familiar and unfamiliar person.

SS 1b.1 Is exposed to family traditions or cultural events.

SS 1b.2 With help, participates in family traditions and customs.

SS1c.1 Sees diverse features of people in books, toys and media.

SS 1c.2 Explores people and their features side by side in a book or a mirror.

SS 4 History & Sense of Time

Develops sense of time

SS 4.1 Focuses on interactions with others for a short time.

SS 4.2 Observes events and begins to participate.

	<p>CA 4 Drama <i>Participates in dramatic and symbolic play. Uses and creates props to represent other objects or ideas.</i> CA 4a.1 Imitates simple movements and facial expressions. CA 4a.2 Mimics observed behaviors and words. CA 4b.1 Responds to props or puppets. CA 4b.2 Mimics the use of familiar objects.</p>
<p>Older Infant (8 to 18 months)</p> <ul style="list-style-type: none"> • Reaches out to touch another child's face or hair • Sits next to and plays with same toys that other children have • Squeals with joy or runs about when other children are happy and excited • Offers a toy to another child who is crying or upset • Points to or asks for cup, spoon or objects that other children have • Pretends to talk on a toy telephone to a familiar person 	<p>SED 4 Social Relationships <i>Develops relationships with adults and peers. Participates cooperatively in groups. Identifies and respects differences in others.</i> SED 4a.1 Responds to primary caregivers through eye contact and gentle touch. SED 4a.2 Greets and stays near familiar people. SED 4a.3 Identifies and plays side by side with a new or familiar person. SED 4b.1 Enjoys turn-taking games such as peekaboo. SED 4b.2 Mimics actions of others. SED 4c.1 Adjusts behavior according to emotional or facial response of a familiar person. SED 4c.2 Explores people and their features side by side in a book or a mirror. SED 4c.3 Identifies emotions of others. Demonstrates concern for others.</p> <p>LLD 1 Listening (Receptive Language) <i>Understands and interprets language (both words and gestures). Follow directions.</i> LLD 1a.1 Turns head toward the person speaking and makes gestures and/or vocalizations in response. LLD 1a.2 Shows understanding of a variety of single familiar words. Points at named objects or body parts. LLD 1b.1 Responds to conversation in environment and imitates actions. LLD 1b.2 With prompts and gestures, follows a one-step direction.</p> <p>LLD 3 Phonological Awareness <i>Hears small units of sound.</i></p>

	<p>LLD 3.1 Babbles and vocalizes using sound, volume and inflection. LLD 3.2 Imitates sounds and tones. Repeats the last word in familiar rhymes when prompted.</p> <p>SS 1 Culture & Community <i>Identifies community and family roles. Explores cultures and traditions. Respects diversity.</i> SS 1a.1 Responds to primary caregivers. Recognizes self as being separate from others. SS 1a.2 Recognizes the difference between a familiar and unfamiliar person. SS 1b.1 Is exposed to family traditions or cultural events. SS 1b.2 With help, participates in family traditions and customs. SS1c.1 Sees diverse features of people in books, toys and media. SS 1c.2 Explores people and their features side by side in a book or a mirror.</p> <p>SS 4 History & Sense of Time <i>Develops sense of time</i> SS 4.1 Focuses on interactions with others for a short time. SS 4.2 Observes events and begins to participate.</p> <p>CA 4 Drama <i>Participates in dramatic and symbolic play. Uses and creates props to represent other objects or ideas.</i> CA 4a.1 Imitates simple movements and facial expressions. CA 4a.2 Mimics observed behaviors and words. CA 4b.1 Responds to props or puppets. CA 4b.2 Mimics the use of familiar objects.</p>
<p>Toddler (18 to 36 months)</p> <ul style="list-style-type: none"> • Knows the names of some other children • Shows excitement when greeting other children • Looks for an adult to help when another child is crying 	<p>SED 4 Social Relationships <i>Develops relationships with adults and peers. Participates cooperatively in groups. Identifies and respects differences in others.</i> SED 4a.2 Greets and stays near familiar people. SED 4a.3 Identifies and plays side by side with a new or familiar person. relationships.</p>

- Shows interest or concern for another child who falls down by touching or talking to child Imitates tasks, such as wiping the table, that others do
- Watches other children and imitates feeding stuffed animals with pretend food

SED 4b.2 Mimics actions of others.

SED 4b.3 Helps or participates in an activity when asked.

SED 4c.2 Explores people and their features side by side in a book or a mirror.

SED 4c.3 Identifies emotions of others. Demonstrates concern for others.

LLD 1 Listening (Receptive Language)

Understands and interprets language (both words and gestures).

Follow directions.

LLD 1a.2 Shows understanding of a variety of single familiar words. Points at named objects or body parts.

LLD 1a.3 Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions.

LLD 1b.2 With prompts and gestures, follows a one-step direction.

LLD 1b.3 Follows related two-step directions given verbally.

LLD 3 Phonological Awareness

Hears small units of sound.

LLD 3.2 Imitates sounds and tones. Repeats the last word in familiar rhymes when prompted.

LLD 3.3 Shows awareness of separate words in spoken language. Suggests a missing rhyming word within a poem or song.

SS 1 Culture & Community

Identifies community and family roles. Explores cultures and traditions. Respects diversity.

SS 1a.2 Recognizes the difference between a familiar and unfamiliar person.

SS 1a.3 Identifies familiar people and pets.

SS 1b.2 With help, participates in family traditions and customs.

SS 1b.3 Recognizes familiar symbols or artifacts of family traditions or customs.

SS 1c.2 Explores people and their features side by side in a book or a mirror.

SS 1c.3 Identifies physical similarities and differences between self and others.

	<p>SS 4 History & Sense of Time <i>Develops sense of time</i> SS 4.2 Observes events and begins to participate. SS 4.3 Describes events as they happen. Uses words such as first, then.</p> <p>CA 4 Drama <i>Participates in dramatic and symbolic play. Uses and creates props to represent other objects or ideas.</i> CA 4a.2 Mimics observed behaviors and words. CA 4a.3 Uses words, actions and props to pretend. CA 4b.2 Mimics the use of familiar objects. CA 4b.3 Uses realistic toys as replacements for real objects.</p>
Domain II: Language Development and Communication	
Component: Listening and Understanding	
<p><u>Indicators:</u> Shows interest in listening to sounds Listens with interest to language of others Responds to verbal communication of others Responds to nonverbal communication of others Begins to understand gestures, words, questions or routines</p>	
<p>Young Infant (Birth to 8 months)</p> <ul style="list-style-type: none"> • Quiets down and turns head toward a familiar voice or sound • Watches a person's face and hands when they are talking or gesturing • Smiles when spoken to or when greeted with a smiling face • Responds to tone of voice, such as becoming excited or soothed when engaged in conversation 	<p>SED 4 Social Relationships <i>Develops relationships with adults and peers. Participates cooperatively in groups. Identifies and respects differences in others.</i> SED 4a.1 Responds to primary caregivers through eye contact and gentle touch. SED 4a.2 Greets and stays near familiar people. SED 4b.1 Enjoys turn-taking games such as peekaboo. SED 4b.2 Mimics actions of others. SED 4c.1 Adjusts behavior according to emotional or facial response of a familiar person.</p>

- Lifts arms when caregiver gestures or says “Up” while picking up baby

SED 4c.2 Explores people and their features side by side in a book or a mirror.

LLD 1 Listening (Receptive Language)

Understands and interprets language (both words and gestures).

Follow directions.

LLD 1a.1 Turns head toward the person speaking and makes gestures and/or vocalizations in response.

LLD 1a.2 Shows understanding of a variety of single familiar words. Points at named objects or body parts.

LLD 1b.1 Responds to conversation in environment and imitates actions.

LLD 1b.2 With prompts and gestures, follows a one-step direction.

LLD 2 Communication (Expressive Language)

Uses verbal and nonverbal communication to express ideas . Uses conversational skills. Uses and expands vocabulary. Hears small units of sound.

LLD 2a.1 Uses vocalizations and gestures to communicate.

LLD 2a.2 Uses a few words, signs or word-like sounds to communicate.

LLD 2b.1 Mimics single sounds.

LLD 2b.2 Says one- to two-word sentences.

LLD 2c.1 Makes noises and gestures to communicate.

LLD 2c.2 Repeats words heard frequently in environment.

MR 1 Number Sense

Identifies numerals. Determines quantity.

MR 1a.1 Hears numbers in everyday context.

MR 1a.2 Recognizes the numeral one and sees other numerals around the room.

MR 1b.1 Hears rote counting.

MR 1b.2 Repeats number words when heard.

SS 4 History & Sense of Time

Develops sense of time

SS 4.1 Focuses on interactions with others for a short time.

SS 4.2 Observes events and begins to participate.

	<p>SS 4.3 Describes events as they happen. Uses words such as first, then.</p> <p>SS 4 History & Sense of Time <i>Develops sense of time</i> SS 4.1 Focuses on interactions with others for a short time. SS 4.2 Observes events and begins to participate.</p>
<p>Older Infant (8 to 18 months)</p> <ul style="list-style-type: none"> • Quiets down or gets excited when hears familiar voices • Looks at person who calls baby's name or speaks to baby • Cries in response to sudden loud noises, angry faces or voices • Responds with gestures or words when asked if baby wants to eat or play • Responds with gestures or words to simple requests or questions • Looks for ball when asked, "Where is the ball?" 	<p>SED 4 Social Relationships <i>Develops relationships with adults and peers. Participates cooperatively in groups. Identifies and respects differences in others.</i> SED 4a.1 Responds to primary caregivers through eye contact and gentle touch. SED 4a.2 Greets and stays near familiar people. SED 4b.1 Enjoys turn-taking games such as peekaboo. SED 4b.2 Mimics actions of others. SED 4c.1 Adjusts behavior according to emotional or facial response of a familiar person. SED 4c.2 Explores people and their features side by side in a book or a mirror.</p> <p>LLD 1 Listening (Receptive Language) <i>Understands and interprets language (both words and gestures). Follow directions.</i> LLD 1a.1 Turns head toward the person speaking and makes gestures and/or vocalizations in response. LLD 1a.2 Shows understanding of a variety of single familiar words. Points at named objects or body parts. LLD 1b.1 Responds to conversation in environment and imitates actions. LLD 1b.2 With prompts and gestures, follows a one-step direction.</p> <p>LLD 2 Communication (Expressive Language) <i>Uses verbal and nonverbal communication to express ideas . Uses conversational skills. Uses and expands vocabulary. Hears small units of sound.</i> LLD 2a.1 Uses vocalizations and gestures to communicate. LLD 2a.2 Uses a few words, signs or word-like sounds to</p>

	<p>communicate. LLD 2b.1 Mimics single sounds. LLD 2b.2 Says one- to two-word sentences. LLD 2c.1 Makes noises and gestures to communicate. LLD 2c.2 Repeats words heard frequently in environment.</p> <p>MR 1 Number Sense <i>Identifies numerals. Determines quantity.</i> MR 1a.1 Hears numbers in everyday context. MR 1a.2 Recognizes the numeral one and sees other numerals around the room. MR 1b.1 Hears rote counting. MR 1b.2 Repeats number words when heard.</p> <p>SS 4 History & Sense of Time <i>Develops sense of time</i> SS 4.1 Focuses on interactions with others for a short time. SS 4.2 Observes events and begins to participate.</p>
<p>Toddler (18 to 36 months)</p> <ul style="list-style-type: none"> • Imitates sounds when hears noises that animals make • Laughs when told a silly rhyme or story • Understands when told it is time to eat by going to wash hands or coming to the table • Comforts others who are crying or looking sad with a touch or a hug • Follows simple one-step directions and instructions, such as “Get your coat” or “Let’s go outside” • Shows enjoyment in sharing conversations with caregiver 	<p>SED 4 Social Relationships <i>Develops relationships with adults and peers. Participates cooperatively in groups. Identifies and respects differences in others.</i> SED 4a.2 Greets and stays near familiar people. SED 4a.3 Identifies and plays side by side with a new or familiar person. SED 4b.2 Mimics actions of others. SED 4b.3 Helps or participates in an activity when asked. SED 4c.2 Explores people and their features side by side in a book or a mirror. SED 4c.3 Identifies emotions of others. Demonstrates concern for others.</p> <p>LLD 1 Listening (Receptive Language) <i>Understands and interprets language (both words and gestures). Follow directions.</i> LLD 1a.2 Shows understanding of a variety of single familiar words. Points at named objects or body parts. LLD 1a.3 Shows understanding of a wide variety of phrases and</p>

	<p>sentences. Responds to simple statements and questions. LLD 1b.2 With prompts and gestures, follows a one-step direction. LLD 1b.3 Follows related two-step directions given verbally.</p> <p>LLD 2 Communication (Expressive Language) <i>Uses verbal and nonverbal communication to express ideas . Uses conversational skills. Uses and expands vocabulary. Hears small units of sound.</i> LLD 2a.2 Uses a few words, signs or word-like sounds to communicate. LLD 2a.3 Communicates needs, desires and ideas. Asks and responds to questions. LLD 2b.2 Says one- to two-word sentences. LLD 2b.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille or verbalized words. LLD 2c.2 Repeats words heard frequently in environment. LLD 2c.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.</p> <p>MR 1 Number Sense <i>Identifies numerals. Determines quantity.</i> MR 1a.2 Recognizes the numeral one and sees other numerals around the room. MR 1a.3 Recognizes numerals to three. MR 1b.2 Repeats number words when heard. MR 1b.3 Points to one object at a time while counting (not always in correct order).</p> <p>SS 4 History & Sense of Time <i>Develops sense of time</i> SS 4.2 Observes events and begins to participate. SS 4.3 Describes events as they happen. Uses words such as first, then.</p>
Component: Communicating and Speaking	
Indicators: Uses sounds, gestures or actions to express needs and wants	

<p>Uses consistent sounds, gestures or words to communicate</p> <p>Imitates sounds, gestures or words</p> <p>Uses sounds, signs or words for a variety of purposes</p> <p>Shows reciprocity in using language in simple conversations</p>	
<p>Young Infant (Birth to 8 months)</p> <ul style="list-style-type: none"> • Uses different types of cries for expressing hunger, discomfort, fear and other emotions • Plays with making different sounds • Makes sounds of pleasure and/or discomfort when caregiver is present • Makes cooing sounds and other sounds of home languages • Imitates vowel sounds, such as “ah” or “oh” or “oo” • Smiles or vocalizes to initiate social contact with familiar caregiver • Takes turns by making sounds in response to adult talking with baby 	<p>LLD 1 Listening (Receptive Language) <i>Understands and interprets language (both words and gestures). Follow directions.</i> LLD 1a.1 Turns head toward the person speaking and makes gestures and/or vocalizations in response. LLD 1a.2 Shows understanding of a variety of single familiar words. Points at named objects or body parts. LLD 1b.1 Responds to conversation in environment and imitates actions. LLD 1b.2 With prompts and gestures, follows a one-step direction.</p> <p>LLD 2 Communication (Expressive Language) <i>Uses verbal and nonverbal communication to express ideas . Uses conversational skills. Uses and expands vocabulary. Hears small units of sound.</i> LLD 2a.1 Uses vocalizations and gestures to communicate. LLD 2a.2 Uses a few words, signs or word-like sounds to communicate. LLD 2b.1 Mimics single sounds. LLD 2b.2 Says one- to two-word sentences. LLD 2c.1 Makes noises and gestures to communicate. LLD 2c.2 Repeats words heard frequently in environment.</p> <p>LLD 3 Phonological Awareness <i>Hears small units of sound.</i> LLD 3.1 Babbles and vocalizes using sound, volume and inflection. LLD 3.2 Imitates sounds and tones. Repeats the last word in familiar rhymes when prompted.</p> <p>LLD 4 Alphabetic Knowledge <i>Identifies letters and words. Makes letter-sound connections and decodes words.</i> LLD 4a.1 Looks for familiar people and objects when given their</p>

	<p>names.</p> <p>LLD 4a.2 Identifies a familiar object or person when shown a drawing or photo.</p> <p>LLD 4b.1 Babbles or repeats sounds.</p> <p>LLD 4b.2 Points at words printed on a page and pretends to read aloud.</p> <p>CA 1 Music <i>Expresses through music. Develops rhythm and tone.</i></p> <p>CA 1a.1 Responds to sounds.</p> <p>CA 1a.2 Repeats words in familiar songs and attempts to sing.</p> <p>CA 1b.1 Makes sounds to communicate feelings.</p> <p>CA 1b.2 Responds to changes in sound, rhythm, volume or melody.</p>
<p>Older Infant (8 to 18 months)</p> <ul style="list-style-type: none"> • Produces own sounds or babbles either by self or in response to others • Imitates sounds or familiar words of home language • Uses familiar gestures such as waving good-bye • Uses some words or signs, such as for “bottle,” “up” or “more” • Knows the name or sign for familiar objects, animals or people • Has a vocabulary of 10-20 words in home language or uses 10-20 signs consistently • Responds to questions or simple requests with either a nonverbal or verbal answer 	<p>LLD 1 Listening (Receptive Language) <i>Understands and interprets language (both words and gestures). Follow directions.</i></p> <p>LLD 1a.1 Turns head toward the person speaking and makes gestures and/or vocalizations in response.</p> <p>LLD 1a.2 Shows understanding of a variety of single familiar words. Points at named objects or body parts.</p> <p>LLD 1b.1 Responds to conversation in environment and imitates actions.</p> <p>LLD 1b.2 With prompts and gestures, follows a one-step direction.</p> <p>LLD 2 Communication (Expressive Language) <i>Uses verbal and nonverbal communication to express ideas . Uses conversational skills. Uses and expands vocabulary. Hears small units of sound.</i></p> <p>LLD 2a.1 Uses vocalizations and gestures to communicate.</p> <p>LLD 2a.2 Uses a few words, signs or word-like sounds to communicate.</p> <p>LLD 2b.1 Mimics single sounds.</p> <p>LLD 2b.2 Says one- to two-word sentences.</p> <p>LLD 2c.1 Makes noises and gestures to communicate.</p> <p>LLD 2c.2 Repeats words heard frequently in environment.</p> <p>LLD 3 Phonological Awareness <i>Hears small units of sound.</i></p>

	<p>LLD 3.1 Babbles and vocalizes using sound, volume and inflection. LLD 3.2 Imitates sounds and tones. Repeats the last word in familiar rhymes when prompted.</p> <p>LLD 4 Alphabetic Knowledge <i>Identifies letters and words. Makes letter-sound connections and decodes words.</i> LLD 4a.1 Looks for familiar people and objects when given their names. LLD 4a.2 Identifies a familiar object or person when shown a drawing or photo. LLD 4b.1 Babbles or repeats sounds. LLD 4b.2 Points at words printed on a page and pretends to read aloud.</p> <p>CA 1 Music <i>Expresses through music. Develops rhythm and tone.</i> CA 1a.1 Responds to sounds. CA 1a.2 Repeats words in familiar songs and attempts to sing. CA 1b.1 Makes sounds to communicate feelings. CA 1b.2 Responds to changes in sound, rhythm, volume or melody.</p>
<p>Toddler (18 to 36 months)</p> <ul style="list-style-type: none"> • Shakes head or uses words to respond to “Yes” or “No” questions Imitates new words or learns new signs • Repeats simple rhymes or songs • Uses words or sign language to tell what is happening • Uses home language with a vocabulary of 50 or more words or signs and sometimes uses two- or three-word sentences • Initiates conversations, asks questions and answers questions with two- or three-word responses 	<p>LLD 1 Listening (Receptive Language) <i>Understands and interprets language (both words and gestures). Follow directions.</i> LLD 1a.2 Shows understanding of a variety of single familiar words. Points at named objects or body parts. LLD 1b.2 With prompts and gestures, follows a one-step direction.</p> <p>LLD 2 Communication (Expressive Language) <i>Uses verbal and nonverbal communication to express ideas . Uses conversational skills. Uses and expands vocabulary. Hears small units of sound.</i> LLD 2a.2 Uses a few words, signs or word-like sounds to communicate. LLD 2a.3 Communicates needs, desires and ideas. Asks and responds to questions. LLD 2b.2 Says one- to two-word sentences.</p>

	<p>LLD 2b.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille or verbalized words.</p> <p>LLD 2c.2 Repeats words heard frequently in environment.</p> <p>LLD 2c.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.</p> <p>LLD 3 Phonological Awareness <i>Hears small units of sound.</i></p> <p>LLD 3.2 Imitates sounds and tones. Repeats the last word in familiar rhymes when prompted.</p> <p>LLD 3.3 Shows awareness of separate words in spoken language. Suggests a missing rhyming word within a poem or song.</p> <p>LLD 4 Alphabetic Knowledge <i>Identifies letters and words. Makes letter-sound connections and decodes words.</i></p> <p>LLD 4a.2 Identifies a familiar object or person when shown a drawing or photo.</p> <p>LLD 4a.3 Recognizes the difference between pictures, letters and numbers in print.</p> <p>LLD 4b.2 Points at words printed on a page and pretends to read aloud.</p> <p>LLD 4b.3 Recognizes the sound of the first letter in his/her name.</p> <p>CA 1 Music <i>Expresses through music. Develops rhythm and tone.</i></p> <p>CA 1a.2 Repeats words in familiar songs and attempts to sing.</p> <p>CA 1a.3 Expresses likes and dislikes of familiar songs. Explores shaking, pounding and tapping various instruments.</p> <p>CA 1b.2 Responds to changes in sound, rhythm, volume or melody.</p> <p>CA 1b.3 Claps to beat (not always consistently). Understands difference between singing and speaking voices.</p>
Component: Emergent Literacy	
Indicators: Shows interest in songs, rhymes and stories Shows interest in photos, pictures and drawings	

<p>Develops interest in and involvement with books and other print materials Begins to recognize and understand symbols</p>	
<p>Young Infant (Birth to 8 months)</p> <ul style="list-style-type: none"> • Kicks feet or moves arms in response to rhythm of music • Looks at and attends to pictures of other babies or faces • Looks at books, pats the pictures or brings book to mouth • Listens and attends to repetitions of familiar words, songs or rhymes • Hits buttons with pictures on toys to hear or reproduce sounds 	<p>SED 1 Self-Awareness <i>Knows self and increases confidence. Expresses curiosity, preference and initiative.</i> SED 1a.1 Responds to name, explores hands and looks in mirror. SED 1a.2 Recognizes self in photos or in a mirror. SED 1b.1 Vocalizes or moves to express wants and needs. SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people.</p> <p>LLD 1 Listening (Receptive Language) <i>Understands and interprets language (both words and gestures). Follow directions.</i> LLD 1a.1 Turns head toward the person speaking and makes gestures and/or vocalizations in response. LLD 1a.2 Shows understanding of a variety of single familiar words. Points at named objects or body parts. LLD 1b.1 Responds to conversation in environment and imitates actions. LLD 1b.2 With prompts and gestures, follows a one-step direction.</p> <p>LLD 2 Communication (Expressive Language) <i>Uses verbal and nonverbal communication to express ideas . Uses conversational skills. Uses and expands vocabulary. Hears small units of sound.</i> LLD 2a.1 Uses vocalizations and gestures to communicate. LLD 2a.2 Uses a few words, signs or word-like sounds to communicate. LLD 2b.1 Mimics single sounds. LLD 2b.2 Says one- to two-word sentences. LLD 2c.1 Makes noises and gestures to communicate. LLD 2c.2 Repeats words heard frequently in environment.</p> <p>LLD 4 Alphabetic Knowledge <i>Identifies letters and words. Makes letter-sound connections and</i></p>

	<p><i>decodes words.</i></p> <p>LLD 4a.1 Looks for familiar people and objects when given their names.</p> <p>LLD 4a.2 Identifies a familiar object or person when shown a drawing or photo.</p> <p>LLD 4b.1 Babbles or repeats sounds.</p> <p>LLD 4b.2 Points at words printed on a page and pretends to read aloud.</p> <p>LLD 5 Concepts of Print <i>Uses print concepts and explores books and other text.</i></p> <p>LLD 5.1 Looks at or points to pictures. Opens and closes books.</p> <p>LLD 5.2 Recognizes if pictures are right-side up. Turns pages from front to back of book.</p> <p>LLD 6 Reading Comprehension <i>Understands concepts of text. Retells, asks and answers questions about a text or story.</i></p> <p>LLD 6a.1 Interacts by reaching for or patting when a book is read.</p> <p>LLD 6a.2 Points to pictures and repeats words from familiar stories.</p> <p>LLD 6b.1 Holds book and looks intently at each page.</p> <p>LLD 6b.2 Answers “where” questions by pointing.</p> <p>LLD 7 Writing <i>Uses writing to represent meaning.</i></p> <p>LLD 7.1 Explores writing materials.</p> <p>LLD 7.2 Makes random marks with writing tools. Make handprints or fingerprints.</p> <p>MR 5 Patterns <i>Identifies, reproduces and creates patterns.</i></p> <p>MR 5.1 Plays predictable activities with caregivers such as pat-a-cake and peekaboo.</p> <p>MR 5.2 Attempts to mimic vocal and physical patterns.</p> <p>SCI 4 Technology <i>Uses tools and technology to perform tasks.</i></p> <p>SCI 4.1 Explores simple tools such as toys and spoons.</p>
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	<p>SCI 4.2 Begins to use simple tools purposefully, such as using a spoon to feed self.</p> <p>CA 1 Music <i>Expresses through music. Develops rhythm and tone.</i> CA 1a.1 Responds to sounds. CA 1a.2 Repeats words in familiar songs and attempts to sing. CA 1b.1 Makes sounds to communicate feelings. CA 1b.2 Responds to changes in sound, rhythm, volume or melody.</p> <p>CA 2 Dance & Movement <i>Expresses through dance. Develops movement techniques.</i> CA 2a.1 Uses body language to express feelings. CA 2a.2 Uses purposeful gestures and body language to communicate. CA 2b.1 Moves body in a variety of ways. CA 2b.2 Moves body purposely. Sways or bounces to music.</p> <p>CA 3 Visual Arts <i>Expresses through 2D and 3D visual art and develops visual art techniques.</i> CA 3a.1 Expresses emotions while exploring materials. CA 3a.2 Scribbles, colors or paints intentionally on paper. CA 3b.1 Explores materials using gross motor movements and senses. CA 3b.2 Uses hands and feet to explore a variety of media.</p>
<p>Older Infant (8 to 18 months)</p> <ul style="list-style-type: none"> • Makes motions for familiar games, such as “pat-a-cake” or other rhymes and finger plays • Points at or names objects, animals or people in photos, pictures and drawings • Sings or joins in on familiar songs with caregiver • Turns pages of books, looks at the pictures and uses sounds or words • Makes marks on a paper with a large crayon or marker 	<p>SED 1 Self-Awareness <i>Knows self and increases confidence. Expresses curiosity, preference and initiative.</i> SED 1a.1 Responds to name, explores hands and looks in mirror. SED 1a.2 Recognizes self in photos or in a mirror. SED 1b.1 Vocalizes or moves to express wants and needs. SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people.</p> <p>LLD 1 Listening (Receptive Language) <i>Understands and interprets language (both words and gestures). Follow directions.</i></p>

	<p>LLD 1a.1 Turns head toward the person speaking and makes gestures and/or vocalizations in response.</p> <p>LLD 1a.2 Shows understanding of a variety of single familiar words. Points at named objects or body parts.</p> <p>LLD 1b.1 Responds to conversation in environment and imitates actions.</p> <p>LLD 1b.2 With prompts and gestures, follows a one-step direction.</p> <p>LLD 2 Communication (Expressive Language) <i>Uses verbal and nonverbal communication to express ideas . Uses conversational skills. Uses and expands vocabulary. Hears small units of sound.</i></p> <p>LLD 2a.1 Uses vocalizations and gestures to communicate.</p> <p>LLD 2a.2 Uses a few words, signs or word-like sounds to communicate.</p> <p>LLD 2b.1 Mimics single sounds.</p> <p>LLD 2b.2 Says one- to two-word sentences.</p> <p>LLD 2c.1 Makes noises and gestures to communicate.</p> <p>LLD 2c.2 Repeats words heard frequently in environment.</p> <p>LLD 4 Alphabetic Knowledge <i>Identifies letters and words. Makes letter-sound connections and decodes words.</i></p> <p>LLD 4a.1 Looks for familiar people and objects when given their names.</p> <p>LLD 4a.2 Identifies a familiar object or person when shown a drawing or photo.</p> <p>LLD 4b.1 Babbles or repeats sounds.</p> <p>LLD 4b.2 Points at words printed on a page and pretends to read aloud.</p> <p>LLD 5 Concepts of Print <i>Uses print concepts and explores books and other text.</i></p> <p>LLD 5.1 Looks at or points to pictures. Opens and closes books.</p> <p>LLD 5.2 Recognizes if pictures are right-side up. Turns pages from front to back of book.</p> <p>LLD 6 Reading Comprehension</p>
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	<p><i>Understands concepts of text. Retells, asks and answers questions about a text or story.</i></p> <p>LLD 6a.1 Interacts by reaching for or patting when a book is read.</p> <p>LLD 6a.2 Points to pictures and repeats words from familiar stories.</p> <p>LLD 6b.1 Holds book and looks intently at each page.</p> <p>LLD 6b.2 Answers “where” questions by pointing.</p> <p>LLD 7 Writing</p> <p><i>Uses writing to represent meaning.</i></p> <p>LLD 7.1 Explores writing materials.</p> <p>LLD 7.2 Makes random marks with writing tools. Make handprints or fingerprints.</p> <p>MR 5 Patterns</p> <p><i>Identifies, reproduces and creates patterns.</i></p> <p>MR 5.1 Plays predictable activities with caregivers such as pat-a-cake and peekaboo.</p> <p>MR 5.2 Attempts to mimic vocal and physical patterns.</p> <p>SCI 4 Technology</p> <p><i>Uses tools and technology to perform tasks.</i></p> <p>SCI 4.1 Explores simple tools such as toys and spoons.</p> <p>SCI 4.2 Begins to use simple tools purposefully, such as using a spoon to feed self.</p> <p>CA 1 Music</p> <p><i>Expresses through music. Develops rhythm and tone.</i></p> <p>CA 1a.1 Responds to sounds.</p> <p>CA 1a.2 Repeats words in familiar songs and attempts to sing.</p> <p>CA 1b.1 Makes sounds to communicate feelings.</p> <p>CA 1b.2 Responds to changes in sound, rhythm, volume or melody.</p> <p>CA 2 Dance & Movement</p> <p><i>Expresses through dance. Develops movement techniques.</i></p> <p>CA 2a.1 Uses body language to express feelings.</p> <p>CA 2a.2 Uses purposeful gestures and body language to communicate.</p> <p>CA 2b.1 Moves body in a variety of ways.</p> <p>CA 2b.2 Moves body purposely. Sways or bounces to music.</p>
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	<p>CA 3 Visual Arts <i>Expresses through 2D and 3D visual art and develops visual art techniques.</i> CA 3a.1 Expresses emotions while exploring materials. CA 3a.2 Scribbles, colors or paints intentionally on paper. CA 3b.1 Explores materials using gross motor movements and senses. CA 3b.2 Uses hands and feet to explore a variety of media.</p>
<p>Toddler (18 to 36 months)</p> <ul style="list-style-type: none"> • Knows several simple songs, rhymes or stories • Looks at, turns pages and names people or objects in picture books • Brings favorite books for caregiver to read • Makes scribbles or shapes on paper to convey meaning 	<p>SED 1 Self-Awareness <i>Knows self and increases confidence. Expresses curiosity, preference and initiative.</i> SED 1a.3 Expresses ideas about self in relation to others. Expresses interests in trying tasks with help. SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people. SED 1b.3 Expresses likes and dislikes.</p> <p>LLD 1 Listening (Receptive Language) <i>Understands and interprets language (both words and gestures). Follow directions.</i> LLD 1a.2 Shows understanding of a variety of single familiar words. Points at named objects or body parts. LLD 1a.3 Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions. LLD 1b.2 With prompts and gestures, follows a one-step direction. LLD 1b.3 Follows related two-step directions given verbally.</p> <p>LLD 2 Communication (Expressive Language) <i>Uses verbal and nonverbal communication to express ideas . Uses conversational skills. Uses and expands vocabulary. Hears small units of sound.</i> LLD 2a.2 Uses a few words, signs or word-like sounds to communicate. LLD 2a.3 Communicates needs, desires and ideas. Asks and responds to questions. LLD 2b.2 Says one- to two-word sentences. LLD 2b.3 Says two- to four-word sentences and repeats short phrases</p>

	<p>by using either signs, braille or verbalized words.</p> <p>LLD 2c.2 Repeats words heard frequently in environment.</p> <p>LLD 2c.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.</p> <p>LLD 4 Alphabetic Knowledge <i>Identifies letters and words. Makes letter-sound connections and decodes words.</i></p> <p>LLD 4a.2 Identifies a familiar object or person when shown a drawing or photo.</p> <p>LLD 4a.3 Recognizes the difference between pictures, letters and numbers in print.</p> <p>LLD 4b.2 Points at words printed on a page and pretends to read aloud.</p> <p>LLD 4b.3 Recognizes the sound of the first letter in his/her name.</p> <p>LLD 5 Concepts of Print <i>Uses print concepts and explores books and other text.</i></p> <p>LLD 5.2 Recognizes if pictures are right-side up. Turns pages from front to back of book.</p> <p>LLD 5.3 Identifies the front/back and top/ bottom of a book. Indicates where to start reading on each page.</p> <p>LLD 6 Reading Comprehension <i>Understands concepts of text. Retells, asks and answers questions about a text or story.</i></p> <p>LLD 6a.2 Points to pictures and repeats words from familiar stories.</p> <p>LLD 6a.3 Talks about pictures and ideas in familiar stories.</p> <p>LLD 6b.2 Answers “where” questions by pointing.</p> <p>LLD 6b.3 Answers “what” questions about stories and books. Recalls the name of the main character.</p> <p>LLD 7 Writing <i>Uses writing to represent meaning.</i></p> <p>LLD 7.2 Makes random marks with writing tools. Make handprints or fingerprints.</p> <p>LLD 7.3 Writes letter-like forms and creates his/ her own symbols. Scribbles or draws marks as a representation of an object or person.</p>
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MR 5 Patterns

Identifies, reproduces and creates patterns.

MR 5.2 Attempts to mimic vocal and physical patterns.

MR 5.3 Copies patterns with two steps, such as red-blue, red-blue.

SCI 4 Technology

Uses tools and technology to perform tasks.

SCI 4.1 Explores simple tools such as toys and spoons.

SCI 4.2 Begins to use simple tools purposefully, such as using a spoon to feed self.

SCI 4.3 Explores movable parts on toys and tools. Uses on and off switches.

CA 1 Music

Expresses through music. Develops rhythm and tone.

CA 1a.2 Repeats words in familiar songs and attempts to sing.

CA 1a.3 Expresses likes and dislikes of familiar songs. Explores shaking, pounding and tapping various instruments.

CA 1b.2 Responds to changes in sound, rhythm, volume or melody.

CA 1b.3 Claps to beat (not always consistently). Understands difference between singing and speaking voices.

CA 2 Dance & Movement

Expresses through dance. Develops movement techniques.

CA 2a.2 Uses purposeful gestures and body language to communicate.

CA 2a.3 Moves in its own way to music and rhythm.

CA 2b.2 Moves body purposely. Sways or bounces to music.

CA 2b.3 Follows the movements of others. Explores personal space and direction.

CA 3 Visual Arts

Expresses through 2D and 3D visual art and develops visual art techniques.

CA 3a.2 Scribbles, colors or paints intentionally on paper.

CA 3a.3 Explores a variety of artistic tools and media.

CA 3b.2 Uses hands and feet to explore a variety of media.

CA 3b.3 Uses materials to create shapes and symbols.

Domain III: Cognitive Development	
Component: Exploration and Discovery	
<u>Indicators:</u> Pays attention to people and objects Uses senses to explore people, objects and the environment Attends to colors, shapes, patterns or pictures Shows interest and curiosity in new people and objects Makes things happen and watches for results or repeats action	
Young Infant (Birth to 8 months) <ul style="list-style-type: none"> • Focuses on caregiver's voice or face during feeding times • Attends to colors and lights or notices patterns and shapes • Puts almost everything in mouth to explore, touch and taste • Turns head and follows with eyes when a new person enters the room • Reaches toward a new toy, grasps it and explores it by turning it over and over • Swipes or kicks at toy above the crib and repeats actions to make it move again and again 	<p>SED 3 Attention & Persistence <i>Attends and engages. Shows flexibility and inventiveness.</i> SED 3a.1 Focuses for a short time on a person, sound or thing. SED 3a.2 Attends to what others are looking at or pointing to. SED 3b.1 Shifts attention from one person or thing to another. SED 3b.2 Repeats actions to gain a result.</p> <p>SED 4 Social Relationships <i>Develops relationships with adults and peers. Participates cooperatively in groups. Identifies and respects differences in others.</i> SED 4a.1 Responds to primary caregivers through eye contact and gentle touch. SED 4a.2 Greets and stays near familiar people. SED 4b.1 Enjoys turn-taking games such as peekaboo. SED 4b.2 Mimics actions of others. SED 4c.1 Adjusts behavior according to emotional or facial response of a familiar person. SED 4c.2 Explores people and their features side by side in a book or a mirror.</p> <p>MR 1 Number Sense <i>Identifies numerals. Determines quantity.</i> MR 1a.1 Hears numbers in everyday context. MR 1a.2 Recognizes the numeral one and sees other numerals around the room. MR 1b.1 Hears rote counting.</p>

	<p>MR 1b.2 Repeats number words when heard.</p> <p>MR 2 Spatial Awareness <i>Understands how objects move in space. Determines object location.</i> MR 2a.1 Tries to put one object inside another. MR 2a.2 Purposely turns or spins objects. Fills container then dumps out the contents. MR 2b.1 Participates as caregiver raises arms or legs and says up/down. MR 2b.2 Follows simple positional directions such as on/off, over/under and up/down.</p> <p>MR 3 Shapes <i>Identifies shapes and their characteristics.</i> MR 3.1 Manipulates objects that are a variety of shapes. MR 3.2 Matches two identical shapes.</p> <p>MR 4 Measurement <i>Estimates and measures. Compares and seriates.</i> MR 4a.1 Recognizes when to use whole hand or just two fingers to pick up an object. MR 4a.2 Explores size and weight of objects in relation to self. MR 4b.1 Picks up and puts down objects. Demonstrates an understanding of “more.” MR 4b.2 Places objects in a line. Demonstrates an understanding of more, none and one.</p> <p>MR 6 Classification <i>Matches and sorts.</i> MR 6.1 Recognizes familiar people and objects. MR 6.2 When shown one object, finds the match.</p> <p>SCI 1 Investigation & Inquiry <i>Observes, inquires and investigates objects and events to gain understanding.</i> SCI 1.1 Looks for a person or toy that has moved out of sight. Uses senses to explore an environment. SCI 1.2 Demonstrates curiosity about objects by touching and</p>
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	<p>manipulating them. Asks one- to two-word questions.</p> <p>SCI 2 Natural & Earth Science <i>Understanding living and nonliving things. Demonstrates knowledge of Earth's environment.</i> SCI 2a.1 Explores immediate environment using senses. SCI 2a.2 Plays with rocks, sand, dirt or water. Reacts to animals or insects in the immediate environment. SCI 2b.1 Reacts to weather changes in immediate environment. SCI 2b.2 Understands hot and cold. Points at clouds and explores the feel of rain and wind.</p> <p>SCI 3 Physical Science <i>Explores forces, motion and physical properties of materials.</i> SCI 3.1 Uses senses to explore objects in an immediate environment. Kicks feet or shakes arms to make other objects move. SCI 3.2 Reacts to changes in texture, smell, sound or sight. Uses body to push or pull toys.</p> <p>SS 3 Geography <i>Identifies types of places and interacts with maps.</i> SS 3.1 Responds to changes in the immediate environment. Navigates within a familiar environment. SS 3.2 Recognizes familiar places. Finds ways to move around obstacles in a familiar environment.</p> <p>SS 4 History & Sense of Time <i>Develops sense of time</i> SS 4.1 Focuses on interactions with others for a short time. SS 4.2 Observes events and begins to participate.</p> <p>CA 3 Visual Arts <i>Expresses through 2D and 3D visual art and develops visual art techniques.</i> CA 3a.1 Expresses emotions while exploring materials. CA 3a.2 Scribbles, colors or paints intentionally on paper. CA 3b.1 Explores materials using gross motor movements and senses. CA 3b.2 Uses hands and feet to explore a variety of media.</p>
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Older Infant (8 to 18 months)

- Touches and feels person's hair or puts their hands on faces to feel skin
- Attends to and examines small objects, such as crumbs, bugs or pieces of paper
- Puts shapes in a shape box with openings, matching colors and/or shapes
- Reaches for adult hands to continue a game
- Pushes a button to turn a TV or radio on and off and repeats action

SED 3 Attention & Persistence

Attends and engages. Shows flexibility and inventiveness.

SED 3a.1 Focuses for a short time on a person, sound or thing.

SED 3a.2 Attends to what others are looking at or pointing to.

SED 3b.1 Shifts attention from one person or thing to another.

SED 3b.2 Repeats actions to gain a result.

SED 4 Social Relationships

Develops relationships with adults and peers. Participates cooperatively in groups. Identifies and respects differences in others.

SED 4a.1 Responds to primary caregivers through eye contact and gentle touch.

SED 4a.2 Greets and stays near familiar people.

SED 4b.1 Enjoys turn-taking games such as peekaboo.

SED 4b.2 Mimics actions of others.

SED 4c.1 Adjusts behavior according to emotional or facial response of a familiar person.

SED 4c.2 Explores people and their features side by side in a book or a mirror.

MR 1 Number Sense

Identifies numerals. Determines quantity.

MR 1a.1 Hears numbers in everyday context.

MR 1a.2 Recognizes the numeral one and sees other numerals around the room.

MR 1b.1 Hears rote counting.

MR 1b.2 Repeats number words when heard.

MR 2 Spatial Awareness

Understands how objects move in space. Determines object location.

MR 2a.1 Tries to put one object inside another.

MR 2a.2 Purposely turns or spins objects. Fills container then dumps out the contents.

MR 2b.1 Participates as caregiver raises arms or legs and says up/down.

MR 2b.2 Follows simple positional directions such as on/off, over/under and up/down.

MR 3 Shapes

Identifies shapes and their characteristics.

MR 3.1 Manipulates objects that are a variety of shapes.

MR 3.2 Matches two identical shapes.

MR 4 Measurement

Estimates and measures. Compares and seriates.

MR 4a.1 Recognizes when to use whole hand or just two fingers to pick up an object.

MR 4a.2 Explores size and weight of objects in relation to self.

MR 4b.1 Picks up and puts down objects. Demonstrates an understanding of "more."

MR 4b.2 Places objects in a line. Demonstrates an understanding of more, none and one.

MR 6 Classification

Matches and sorts.

MR 6.1 Recognizes familiar people and objects.

MR 6.2 When shown one object, finds the match.

SCI 1 Investigation & Inquiry

Observes, inquires and investigates objects and events to gain understanding.

SCI 1.1 Looks for a person or toy that has moved out of sight. Uses senses to explore an environment.

SCI 1.2 Demonstrates curiosity about objects by touching and manipulating them. Asks one- to two-word questions.

SCI 2 Natural & Earth Science

Understanding living and nonliving things. Demonstrates knowledge of Earth's environment.

SCI 2a.1 Explores immediate environment using senses.

SCI 2a.2 Plays with rocks, sand, dirt or water. Reacts to animals or insects in the immediate environment.

SCI 2b.1 Reacts to weather changes in immediate environment.

SCI 2b.2 Understands hot and cold. Points at clouds and explores the feel of rain and wind.

	<p>SCI 2b.3 Notices changes in temperature or weather.</p> <p>SCI 3 Physical Science <i>Explores forces, motion and physical properties of materials.</i> SCI 3.1 Uses senses to explore objects in an immediate environment. Kicks feet or shakes arms to make other objects move. SCI 3.2 Reacts to changes in texture, smell, sound or sight. Uses body to push or pull toys.</p> <p>SS 3 Geography <i>Identifies types of places and interacts with maps.</i> SS 3.1 Responds to changes in the immediate environment. Navigates within a familiar environment. SS 3.2 Recognizes familiar places. Finds ways to move around obstacles in a familiar environment.</p> <p>SS 4 History & Sense of Time <i>Develops sense of time</i> SS 4.1 Focuses on interactions with others for a short time. SS 4.2 Observes events and begins to participate.</p> <p>CA 3 Visual Arts <i>Expresses through 2D and 3D visual art and develops visual art techniques.</i> CA 3a.1 Expresses emotions while exploring materials. CA 3a.2 Scribbles, colors or paints intentionally on paper. CA 3b.1 Explores materials using gross motor movements and senses. CA 3b.2 Uses hands and feet to explore a variety of media.</p>
<p>Toddler (18 to 36 months)</p> <ul style="list-style-type: none"> • Picks up leaves, rocks and sticks during a walk outside • Watches intently and says names or sounds of animals at a zoo or farm • Does simple puzzles with different colors and shapes • Pushes riding toy or sits on it and uses feet to try to make it move 	<p>SED 3 Attention & Persistence <i>Attends and engages. Shows flexibility and inventiveness.</i> SED 3a.2 Attends to what others are looking at or pointing to. SED 3a.3 Focuses on an engaging activity for a short period of time independently or with an adult. SED 3b.2 Repeats actions to gain a result. SED 3b.3 Asserts a desire to start or end an activity. Asks for help as needed.</p>

- Matches colors or shapes when sorting toys and other objects

SED 4 Social Relationships

Develops relationships with adults and peers. Participates cooperatively in groups. Identifies and respects differences in others.

SED 4a.2 Greets and stays near familiar people.

SED 4a.3 Identifies and plays side by side with a new or familiar person.

SED 4b.2 Mimics actions of others.

SED 4b.3 Helps or participates in an activity when asked.

SED 4c.2 Explores people and their features side by side in a book or a mirror.

SED 4c.3 Identifies emotions of others. Demonstrates concern for others.

MR 1 Number Sense

Identifies numerals. Determines quantity.

MR 1a.2 Recognizes the numeral one and sees other numerals around the room.

MR 1a.3 Recognizes numerals to three.

MR 1b.2 Repeats number words when heard.

MR 1b.3 Points to one object at a time while counting (not always in correct order).

MR 2 Spatial Awareness

Understands how objects move in space. Determines object location.

MR 2a.2 Purposely turns or spins objects. Fills container then dumps out the contents.

MR 2a.3 Recognizes objects that are upside-down and turns them right-side up. Puts together three pieces to create a whole object.

MR 2b.2 Follows simple positional directions such as on/off, over/under and up/down.

MR 2b.3 Finds or places objects next to, between, in front of or behind self.

MR 3 Shapes

Identifies shapes and their characteristics.

MR 3.2 Matches two identical shapes.

MR 3.3 Identifies a few basic shapes.

MR 4 Measurement

Estimates and measures. Compares and seriates.

MR 4a.2 Explores size and weight of objects in relation to self.

MR 4a.3 Determines which object is bigger (heavier, longer) when given two objects.

MR 4b.2 Places objects in a line. Demonstrates an understanding of more, none and one.

MR 4b.3 Compares and orders two to three objects according to size, length, hue or weight.

MR 6 Classification

Matches and sorts.

MR 6.2 When shown one object, finds the match.

MR 6.3 Sorts objects by one feature, such as size or color. Groups objects by common characteristics.

SCI 1 Investigation & Inquiry

Observes, inquires and investigates objects and events to gain understanding.

SCI 1.2 Demonstrates curiosity about objects by touching and manipulating them. Asks one- to two-word questions.

SCI 1.3 Investigates an object or group of objects in multiple ways. Recognizes a problem and asks for help.

SCI 2 Natural & Earth Science

Understanding living and nonliving things. Demonstrates knowledge of Earth's environment.

SCI 2a.2 Plays with rocks, sand, dirt or water. Reacts to animals or insects in the immediate environment.

SCI 2a.3 Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics.

SCI 2b.2 Understands hot and cold. Points at clouds and explores the feel of rain and wind.

SCI 2b.3 Notices changes in temperature or weather.

SCI 3 Physical Science

Explores forces, motion and physical properties of materials.

SCI 3.2 Reacts to changes in texture, smell, sound or sight. Uses body

	<p>to push or pull toys. SCI 3.3 Explores motion by moving, rolling, blowing on or dropping a toy. Begins to name colors.</p> <p>SS 3 Geography <i>Identifies types of places and interacts with maps.</i> SS 3.2 Recognizes familiar places. Finds ways to move around obstacles in a familiar environment. SS 3.3 Identifies a variety of familiar places such as home, church, stores. Follows a path.</p> <p>SS 4 History & Sense of Time <i>Develops sense of time</i> SS 4.2 Observes events and begins to participate. SS 4.3 Describes events as they happen. Uses words such as first, then.</p> <p>CA 3 Visual Arts <i>Expresses through 2D and 3D visual art and develops visual art techniques.</i> CA 3a.2 Scribbles, colors or paints intentionally on paper. CA 3a.3 Explores a variety of artistic tools and media. CA 3b.2 Uses hands and feet to explore a variety of media. CA 3b.3 Uses materials to create shapes and symbols.</p>
Component: Developing Memory	
<p>Indicators: Shows ability to acquire and process new information Recognizes familiar people, places and things Recalls and uses information in new situations Searches for missing or hidden objects</p>	
<p>Young Infant (Birth to 8 months)</p> <ul style="list-style-type: none"> • Stares intently at new faces or objects • Smiles in recognition of familiar caregiver 	<p>SED 1 Self-Awareness <i>Knows self and increases confidence. Expresses curiosity, preference and initiative.</i> SED 1a.1 Responds to name, explores hands and looks in mirror. SED 1b.1 Vocalizes or moves to express wants and needs.</p>

- Shows excitement when a familiar person enters the room
- Shows apprehension when an unfamiliar person enters the room
- Looks for toys that have been dropped or partly covered by a blanket or other cloth

SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people.

SED 3 Attention & Persistence

Attends and engages. Shows flexibility and inventiveness.

SED 3a.1 Focuses for a short time on a person, sound or thing.

SED 3a.2 Attends to what others are looking at or pointing to.

SED 3b.1 Shifts attention from one person or thing to another.

SED 3b.2 Repeats actions to gain a result.

SED 4 Social Relationships

Develops relationships with adults and peers. Participates cooperatively in groups. Identifies and respects differences in others.

SED 4a.1 Responds to primary caregivers through eye contact and gentle touch.

SED 4a.2 Greets and stays near familiar people.

SED 4b.1 Enjoys turn-taking games such as peekaboo.

SED 4b.2 Mimics actions of others.

SED 4c.1 Adjusts behavior according to emotional or facial response of a familiar person.

SED 4c.2 Explores people and their features side by side in a book or a mirror.

MR 1 Number Sense

Identifies numerals. Determines quantity.

MR 1a.1 Hears numbers in everyday context.

MR 1a.2 Recognizes the numeral one and sees other numerals around the room.

MR 1b.1 Hears rote counting.

MR 1b.2 Repeats number words when heard.

MR 4 Measurement

Estimates and measures. Compares and seriates.

MR 4a.1 Recognizes when to use whole hand or just two fingers to pick up an object.

MR 4a.2 Explores size and weight of objects in relation to self.

MR 4b.1 Picks up and puts down objects. Demonstrates an

	<p>understanding of “more.”</p> <p>MR 4b.2 Places objects in a line. Demonstrates an understanding of more, none and one.</p> <p>MR 7 Logic & Reasoning <i>Recalls information, builds memory, reasoning and problem-solving skills.</i></p> <p>MR 7.1 Reacts to unexpected noises, lights or sights and determines if safe or scary.</p> <p>MR 7.2 Experiments with cause and effect.</p> <p>SCI 1 Investigation & Inquiry <i>Observes, inquires and investigates objects and events to gain understanding.</i></p> <p>SCI 1.1 Looks for a person or toy that has moved out of sight. Uses senses to explore an environment.</p> <p>SCI 1.2 Demonstrates curiosity about objects by touching and manipulating them. Asks one- to two-word questions.</p> <p>SCI 4 Technology <i>Uses tools and technology to perform tasks.</i></p> <p>SCI 4.1 Explores simple tools such as toys and spoons.</p> <p>SCI 4.2 Begins to use simple tools purposefully, such as using a spoon to feed self.</p> <p>SS 3 Geography <i>Identifies types of places and interacts with maps.</i></p> <p>SS 3.1 Responds to changes in the immediate environment. Navigates within a familiar environment.</p> <p>SS 3.2 Recognizes familiar places. Finds ways to move around obstacles in a familiar environment.</p> <p>SS 4 History & Sense of Time <i>Develops sense of time</i></p> <p>SS 4.1 Focuses on interactions with others for a short time.</p> <p>SS 4.2 Observes events and begins to participate.</p>
Older Infant (8 to 18 months)	<p>SED 1 Self-Awareness <i>Knows self and increases confidence. Expresses curiosity, preference</i></p>

- Brings familiar people their shoes, coat, purse or some other personal object
- Uses a blanket to cover or hide a stuffed toy or doll
- Tries to follow a cat or dog under a chair or table
- Looks for missing toy when asked, "Where is the ball?"
- Looks out the window and waits for a familiar caregiver to return
- Says or signs, "Dada" or "Mama" when hears car arrive

and initiative.

SED 1a.1 Responds to name, explores hands and looks in mirror.

SED 1a.2 Recognizes self in photos or in a mirror.

SED 1b.1 Vocalizes or moves to express wants and needs.

SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people.

SED 3 Attention & Persistence

Attends and engages. Shows flexibility and inventiveness.

SED 3a.1 Focuses for a short time on a person, sound or thing.

SED 3a.2 Attends to what others are looking at or pointing to.

SED 3b.1 Shifts attention from one person or thing to another.

SED 3b.2 Repeats actions to gain a result.

SED 4 Social Relationships

Develops relationships with adults and peers. Participates cooperatively in groups. Identifies and respects differences in others.

SED 4a.1 Responds to primary caregivers through eye contact and gentle touch.

SED 4a.2 Greets and stays near familiar people.

SED 4b.1 Enjoys turn-taking games such as peekaboo.

SED 4b.2 Mimics actions of others.

SED 4c.1 Adjusts behavior according to emotional or facial response of a familiar person.

SED 4c.2 Explores people and their features side by side in a book or a mirror.

MR 1 Number Sense

Identifies numerals. Determines quantity.

MR 1a.1 Hears numbers in everyday context.

MR 1a.2 Recognizes the numeral one and sees other numerals around the room.

MR 1b.1 Hears rote counting.

MR 1b.2 Repeats number words when heard.

MR 4 Measurement

Estimates and measures. Compares and seriates.

MR 4a.1 Recognizes when to use whole hand or just two fingers to

	<p>pick up an object.</p> <p>MR 4a.2 Explores size and weight of objects in relation to self.</p> <p>MR 4b.1 Picks up and puts down objects. Demonstrates an understanding of “more.”</p> <p>MR 4b.2 Places objects in a line. Demonstrates an understanding of more, none and one.</p> <p>MR 7 Logic & Reasoning <i>Recalls information, builds memory, reasoning and problem-solving skills.</i></p> <p>MR 7.1 Reacts to unexpected noises, lights or sights and determines if safe or scary.</p> <p>MR 7.2 Experiments with cause and effect.</p> <p>SCI 1 Investigation & Inquiry <i>Observes, inquires and investigates objects and events to gain understanding.</i></p> <p>SCI 1.1 Looks for a person or toy that has moved out of sight. Uses senses to explore an environment.</p> <p>SCI 1.2 Demonstrates curiosity about objects by touching and manipulating them. Asks one- to two-word questions.</p> <p>SCI 4 Technology <i>Uses tools and technology to perform tasks.</i></p> <p>SCI 4.1 Explores simple tools such as toys and spoons.</p> <p>SCI 4.2 Begins to use simple tools purposefully, such as using a spoon to feed self.</p> <p>SS 3 Geography <i>Identifies types of places and interacts with maps.</i></p> <p>SS 3.1 Responds to changes in the immediate environment. Navigates within a familiar environment.</p> <p>SS 3.2 Recognizes familiar places. Finds ways to move around obstacles in a familiar environment.</p> <p>SS 4 History & Sense of Time <i>Develops sense of time</i></p> <p>SS 4.1 Focuses on interactions with others for a short time.</p>
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	SS 4.2 Observes events and begins to participate.
<p>Toddler (18 to 36 months)</p> <ul style="list-style-type: none"> • Notices when someone gets a new coat, shoes or some other item of clothing • Looks for favorite toy where left it last • Looks around home for a pet or calls the animal by name • Recognizes a neighbor at a grocery store and waves or says, "Hi" • Washes hands when it is time to eat • Throws a ball over a sofa and then runs around behind the sofa to find where the ball went 	<p>SED 1 Self-Awareness <i>Knows self and increases confidence. Expresses curiosity, preference and initiative.</i> SED 1a.2 Recognizes self in photos or in a mirror. SED 1a.3 Expresses ideas about self in relation to others. Expresses interests in trying tasks with help. SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people. SED 1b.3 Expresses likes and dislikes.</p> <p>SED 3 Attention & Persistence <i>Attends and engages. Shows flexibility and inventiveness.</i> SED 3a.2 Attends to what others are looking at or pointing to. SED 3a.3 Focuses on an engaging activity for a short period of time independently or with an adult. SED 3b.2 Repeats actions to gain a result. SED 3b.3 Asserts a desire to start or end an activity. Asks for help as needed.</p> <p>SED 4 Social Relationships <i>Develops relationships with adults and peers. Participates cooperatively in groups. Identifies and respects differences in others.</i> SED 4a.2 Greets and stays near familiar people. SED 4a.3 Identifies and plays side by side with a new or familiar person. SED 4b.2 Mimics actions of others. SED 4b.3 Helps or participates in an activity when asked. SED 4c.2 Explores people and their features side by side in a book or a mirror. SED 4c.3 Identifies emotions of others. Demonstrates concern for others.</p> <p>MR 1 Number Sense <i>Identifies numerals. Determines quantity.</i> MR 1a.2 Recognizes the numeral one and sees other numerals around the room.</p>

	<p>MR 1a.3 Recognizes numerals to three. MR 1b.2 Repeats number words when heard. MR 1b.3 Points to one object at a time while counting (not always in correct order).</p> <p>MR 4 Measurement <i>Estimates and measures. Compares and seriates.</i> MR 4a.2 Explores size and weight of objects in relation to self. MR 4a.3 Determines which object is bigger (heavier, longer) when given two objects. MR 4b.2 Places objects in a line. Demonstrates an understanding of more, none and one. MR 4b.3 Compares and orders two to three objects according to size, length, hue or weight.</p> <p>MR 7 Logic & Reasoning <i>Recalls information, builds memory, reasoning and problem-solving skills.</i> MR 7.2 Experiments with cause and effect. MR 7.3 Asks why. Begins to understand how things are connected. Recognizes a problem and asks for help.</p> <p>SCI 1 Investigation & Inquiry <i>Observes, inquires and investigates objects and events to gain understanding.</i> SCI 1.2 Demonstrates curiosity about objects by touching and manipulating them. Asks one- to two-word questions. SCI 1.3 Investigates an object or group of objects in multiple ways. Recognizes a problem and asks for help.</p> <p>SCI 4 Technology <i>Uses tools and technology to perform tasks.</i> SCI 4.2 Begins to use simple tools purposefully, such as using a spoon to feed self. SCI 4.3 Explores movable parts on toys and tools. Uses on and off switches.</p> <p>SS 3 Geography <i>Identifies types of places and interacts with maps.</i></p>
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	<p>SS 3.2 Recognizes familiar places. Finds ways to move around obstacles in a familiar environment.</p> <p>SS 3.3 Identifies a variety of familiar places such as home, church, stores. Follows a path.</p> <p>SS 4 History & Sense of Time <i>Develops sense of time</i></p> <p>SS 4.2 Observes events and begins to participate.</p> <p>SS 4.3 Describes events as they happen. Uses words such as first, then.</p>
Component: Problem Solving	
<p><u>Indicators:</u></p> <p>Experiments with different uses for objects</p> <p>Shows imagination and creativity in solving problems</p> <p>Uses a variety of strategies to solve problems</p> <p>Applies knowledge to new situations</p>	
<p>Young Infant (Birth to 8 months)</p> <ul style="list-style-type: none"> • Brings toy to mouth to taste it and explore it • Hits, shakes or kicks toy to make and/or reproduce sounds • Turns toy over and over to look at it and examine it • Rolls over to get a toy on the other side or just out of reach • Moves body up and down to get caregiver to continue the bouncing on caregiver's knee • Drops toy repeatedly and waits for someone to pick it up 	<p>PD 2 Fine Motor <i>Builds strength and coordination of small movements.</i></p> <p>PD 2.1 Reaches for objects in sight. Uses hands or feet to make contact with an object.</p> <p>PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self.</p> <p>LLD 2 Communication (Expressive Language) <i>Uses verbal and nonverbal communication to express ideas . Uses conversational skills. Uses and expands vocabulary. Hears small units of sound.</i></p> <p>LLD 2a.1 Uses vocalizations and gestures to communicate.</p> <p>LLD 2a.2 Uses a few words, signs or word-like sounds to communicate.</p> <p>LLD 2b.1 Mimics single sounds.</p> <p>LLD 2b.2 Says one- to two-word sentences.</p> <p>LLD 2c.1 Makes noises and gestures to communicate.</p> <p>LLD 2c.2 Repeats words heard frequently in environment.</p>

	<p>MR 2 Spatial Awareness <i>Understands how objects move in space. Determines object location.</i> MR 2a.1 Tries to put one object inside another. MR 2a.2 Purposely turns or spins objects. Fills container then dumps out the contents. MR 2b.1 Participates as caregiver raises arms or legs and says up/down. MR 2b.2 Follows simple positional directions such as on/off, over/under and up/down.</p> <p>MR 7 Logic & Reasoning <i>Recalls information, builds memory, reasoning and problem-solving skills.</i> MR 7.1 Reacts to unexpected noises, lights or sights and determines if safe or scary. MR 7.2 Experiments with cause and effect.</p> <p>SCI 3 Physical Science <i>Explores forces, motion and physical properties of materials.</i> SCI 3.1 Uses senses to explore objects in an immediate environment. Kicks feet or shakes arms to make other objects move. SCI 3.2 Reacts to changes in texture, smell, sound or sight. Uses body to push or pull toys.</p> <p>CA 2 Dance & Movement <i>Expresses through dance. Develops movement techniques.</i> CA 2a.1 Uses body language to express feelings. CA 2a.2 Uses purposeful gestures and body language to communicate. CA 2b.1 Moves body in a variety of ways. CA 2b.2 Moves body purposely. Sways or bounces to music.</p>
<p>Older Infant (8 to 18 months)</p> <ul style="list-style-type: none"> • Uses a spoon to bang on the dishes or on a table to make noise • Uses a string to pull a toy into the crib or over to play with it 	<p>PD 2 Fine Motor <i>Builds strength and coordination of small movements.</i> PD 2.1 Reaches for objects in sight. Uses hands or feet to make contact with an object. PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self.</p>

- Tries many different ways, such as poking with fingers, shaking or dumping to get something out of a bottle
- Gets and leads an adult to obtain a cookie or bottle on a counter

LLD 2 Communication (Expressive Language)

Uses verbal and nonverbal communication to express ideas . Uses conversational skills. Uses and expands vocabulary. Hears small units of sound.

LLD 2a.1 Uses vocalizations and gestures to communicate.

LLD 2a.2 Uses a few words, signs or word-like sounds to communicate.

LLD 2b.1 Mimics single sounds.

LLD 2b.2 Says one- to two-word sentences.

LLD 2c.1 Makes noises and gestures to communicate.

LLD 2c.2 Repeats words heard frequently in environment.

MR 2 Spatial Awareness

Understands how objects move in space. Determines object location.

MR 2a.1 Tries to put one object inside another.

MR 2a.2 Purposely turns or spins objects. Fills container then dumps out the contents.

MR 2b.1 Participates as caregiver raises arms or legs and says up/down.

MR 2b.2 Follows simple positional directions such as on/off, over/under and up/down.

MR 7 Logic & Reasoning

Recalls information, builds memory, reasoning and problem-solving skills.

MR 7.1 Reacts to unexpected noises, lights or sights and determines if safe or scary.

MR 7.2 Experiments with cause and effect.

SCI 3 Physical Science

Explores forces, motion and physical properties of materials.

SCI 3.1 Uses senses to explore objects in an immediate environment.

Kicks feet or shakes arms to make other objects move.

SCI 3.2 Reacts to changes in texture, smell, sound or sight. Uses body to push or pull toys.

CA 2 Dance & Movement

	<p><i>Expresses through dance. Develops movement techniques.</i></p> <p>CA 2a.1 Uses body language to express feelings.</p> <p>CA 2a.2 Uses purposeful gestures and body language to communicate.</p> <p>CA 2b.1 Moves body in a variety of ways.</p> <p>CA 2b.2 Moves body purposely. Sways or bounces to music.</p>
<p>Toddler (18 to 36 months)</p> <ul style="list-style-type: none"> • Asks for names of new objects or people with, “What is that?” or “Who is that?” • Gets a stool or chair to climb on to reach a toy or other object that is on a shelf • Combines materials together to solve problems, such as using a stick to use to reach a ball under a chair • Turns puzzle pieces in many different ways to complete a puzzle 	<p>PD 2 Fine Motor</p> <p><i>Builds strength and coordination of small movements.</i></p> <p>PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self.</p> <p>PD 2.3 Opens, closes, twists and pulls objects with one or both hands.</p> <p>LLD 2 Communication (Expressive Language)</p> <p><i>Uses verbal and nonverbal communication to express ideas . Uses conversational skills. Uses and expands vocabulary. Hears small units of sound.</i></p> <p>LLD 2a.2 Uses a few words, signs or word-like sounds to communicate.</p> <p>LLD 2a.3 Communicates needs, desires and ideas. Asks and responds to questions.</p> <p>LLD 2b.2 Says one- to two-word sentences.</p> <p>LLD 2b.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille or verbalized words.</p> <p>LLD 2c.2 Repeats words heard frequently in environment.</p> <p>LLD 2c.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.</p> <p>MR 2 Spatial Awareness</p> <p><i>Understands how objects move in space. Determines object location.</i></p> <p>MR 2a.2 Purposely turns or spins objects. Fills container then dumps out the contents.</p> <p>MR 2a.3 Recognizes objects that are upside-down and turns them right-side up. Puts together three pieces to create a whole object.</p> <p>MR 2b.2 Follows simple positional directions such as on/off, over/under and up/down.</p> <p>MR 2b.3 Finds or places objects next to, between, in front of or behind self.</p>

	<p>MR 7 Logic & Reasoning <i>Recalls information, builds memory, reasoning and problem-solving skills.</i> MR 7.2 Experiments with cause and effect. MR 7.3 Asks why. Begins to understand how things are connected. Recognizes a problem and asks for help.</p> <p>SCI 3 Physical Science <i>Explores forces, motion and physical properties of materials.</i> SCI 3.2 Reacts to changes in texture, smell, sound or sight. Uses body to push or pull toys. SCI 3.3 Explores motion by moving, rolling, blowing on or dropping a toy. Begins to name colors.</p> <p>CA 2 Dance & Movement <i>Expresses through dance. Develops movement techniques.</i> CA 2a.2 Uses purposeful gestures and body language to communicate. CA 2a.3 Moves in its own way to music and rhythm. CA 2b.2 Moves body purposely. Sways or bounces to music. CA 2b.3 Follows the movements of others. Explores personal space and direction.</p>
Component: Imitation and Symbolic Play	
<p>Indicators: Observes and imitates sounds, gestures or behaviors Uses objects in new ways or in pretend play Uses imitation or pretend play to express creativity and imagination</p>	
<p>Young Infant (Birth to 8 months)</p> <ul style="list-style-type: none"> Attends to and imitates gestures, such as opening and closing the mouth, sticking out tongue or opening and closing hand Imitates faces or sounds that familiar caregiver makes 	<p>CA 4 Drama <i>Participates in dramatic and symbolic play. Uses and creates props to represent other objects or ideas.</i> CA 4a.1 Imitates simple movements and facial expressions. CA 4a.2 Mimics observed behaviors and words. CA 4b.1 Responds to props or puppets. CA 4b.2 Mimics the use of familiar objects.</p>

<ul style="list-style-type: none"> Imitates shaking or patting a toy or other object Coos, squeals or laughs when familiar caregiver talks and plays games with baby 	
Older Infant (8 to 18 months) <ul style="list-style-type: none"> Tries to bite into a plastic apple or other fruit that looks like a real one Imitates adults by using a cloth to wipe the table after eating Pretends to comb or brush their own hair using their hand or fingers Pretends to feed doll or stuffed animal with own bottle or food 	CA 4 Drama <i>Participates in dramatic and symbolic play. Uses and creates props to represent other objects or ideas.</i> CA 4a.1 Imitates simple movements and facial expressions. CA 4a.2 Mimics observed behaviors and words. CA 4b.1 Responds to props or puppets. CA 4b.2 Mimics the use of familiar objects.
Toddler (18 to 36 months) <ul style="list-style-type: none"> Uses any round object for a ball and throws it across the room Imitates adult actions, such as putting a key in a keyhole, ringing a door bell or closing a door Uses familiar objects to represent other things, such as using a block moving along the floor as a car or a piece of newspaper as a blanket Talks to stuffed animals or dolls, pretends to feed them and tells them to go to sleep or says, "Night-night" 	CA 4 Drama <i>Participates in dramatic and symbolic play. Uses and creates props to represent other objects or ideas.</i> CA 4a.2 Mimics observed behaviors and words. CA 4a.3 Uses words, actions and props to pretend. CA 4b.2 Mimics the use of familiar objects. CA 4b.3 Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.
Domain IV: Physical and Motor Development	
Component: Gross Motor Development	
Indicators: Moves body, arms and legs with coordination Demonstrates large muscle balance, stability, control and coordination Develops increasing ability to change positions and move body	

<p>from place to place Moves body with purpose to achieve a goal</p>	
<p>Young Infant (Birth to 8 months)</p> <ul style="list-style-type: none"> • Turns head from side to side and makes repetitive motions with arms and legs • Holds head up when placed on stomach • Rolls over and over to get closer to a toy • Uses arms and legs to move forward or backward when on stomach or back 	<p>PD 1 Gross Motor <i>Builds strength, coordination and balance of large muscles.</i> PD 1.1 Sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position. PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.</p> <p>CA 2 Dance & Movement <i>Expresses through dance. Develops movement techniques.</i> CA 2a.1 Uses body language to express feelings. CA 2a.2 Uses purposeful gestures and body language to communicate. CA 2b.1 Moves body in a variety of ways. CA 2b.2 Moves body purposely. Sways or bounces to music.</p>
<p>Older Infant (8 to 18 months)</p> <ul style="list-style-type: none"> • Sits by self and maintains balance while playing with a toy • Crawls on hands and knees to get a toy • Scoots on bottom using legs to help move from place to place • Uses furniture to pull self up from sitting to standing or lower self from standing to sitting • Walks while holding onto furniture or people and later walks alone 	<p>PD 1 Gross Motor <i>Builds strength, coordination and balance of large muscles.</i> PD 1.1 Sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position. PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.</p> <p>CA 2 Dance & Movement <i>Expresses through dance. Develops movement techniques.</i> CA 2a.1 Uses body language to express feelings. CA 2a.2 Uses purposeful gestures and body language to communicate. CA 2b.1 Moves body in a variety of ways. CA 2b.2 Moves body purposely. Sways or bounces to music.</p>
<p>Toddler (18 to 36 months)</p> <ul style="list-style-type: none"> • Walks easily or runs from place to place by self • Crawls or walks up steps and then backs down or turns and walks down by self • Walks and sometimes runs across the room to greet people 	<p>PD 1 Gross Motor <i>Builds strength, coordination and balance of large muscles.</i> PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects. PD 1.3 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body.</p> <p>CA 2 Dance & Movement <i>Expresses through dance. Develops movement techniques.</i></p>

<ul style="list-style-type: none"> • Jumps into puddles, piles of leaves or sandbox • Climbs on chair or stool to reach toys and other objects that are out of reach • Enjoys playing on swings, climbers or slides at playground 	<p>CA 2a.2 Uses purposeful gestures and body language to communicate.</p> <p>CA 2a.3 Moves in its own way to music and rhythm.</p> <p>CA 2b.2 Moves body purposely. Sways or bounces to music.</p> <p>CA 2b.3 Follows the movements of others. Explores personal space and direction.</p>
Component: Fine Motor Development	
<p>Uses hands or feet to make contact with objects or people</p> <p>Develops small muscle control and coordination</p> <p>Coordinates eye and hand movements</p> <p>Uses different actions on objects</p> <p>Controls small muscles in hands when doing simple tasks</p>	
<p>Young Infant (Birth to 8 months)</p> <ul style="list-style-type: none"> • Hits or kicks at toy or mobile hanging over crib • Grasps a finger or small toy placed in hand • Looks at an object in hand while bringing it to mouth • Looks at brightly colored socks while moving or kicking feet • Uses hands and actions, such as hitting, shaking and patting, to explore different ways to use a new toy • Drops and puts small blocks into a container 	<p>PD 1 Gross Motor <i>Builds strength, coordination and balance of large muscles.</i> PD 1.1 Sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position. PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.</p> <p>PD 2 Fine Motor <i>Builds strength and coordination of small movements.</i> PD 2.1 Reaches for objects in sight. Uses hands or feet to make contact with an object. PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self.</p> <p>LLD 7 Writing <i>Uses writing to represent meaning.</i> LLD 7.1 Explores writing materials. LLD 7.2 Makes random marks with writing tools. Make handprints or fingerprints.</p> <p>MR 2 Spatial Awareness <i>Understands how objects move in space. Determines object location.</i> MR 2a.1 Tries to put one object inside another.</p>

	<p>MR 2a.2 Purposely turns or spins objects. Fills container then dumps out the contents.</p> <p>MR 2b.1 Participates as caregiver raises arms or legs and says up/down.</p> <p>SCI 3 Physical Science <i>Explores forces, motion and physical properties of materials.</i> SCI 3.1 Uses senses to explore objects in an immediate environment. Kicks feet or shakes arms to make other objects move. SCI 3.2 Reacts to changes in texture, smell, sound or sight. Uses body to push or pull toys.</p> <p>SCI 4 Technology <i>Uses tools and technology to perform tasks.</i> SCI 4.1 Explores simple tools such as toys and spoons. SCI 4.2 Begins to use simple tools purposefully, such as using a spoon to feed self.</p> <p>CA 3 Visual Arts <i>Expresses through 2D and 3D visual art and develops visual art techniques.</i> CA 3a.1 Expresses emotions while exploring materials. CA 3a.2 Scribbles, colors or paints intentionally on paper. CA 3b.1 Explores materials using gross motor movements and senses. CA 3b.2 Uses hands and feet to explore a variety of media.</p>
<p>Older Infant (8 to 18 months)</p> <ul style="list-style-type: none"> • Transfers a block or other toy from hand to hand • Holds two blocks, one in each hand and hits them together to make noise • Uses pincher grasp with thumb and forefinger together to pick up small objects • Pushes or pulls toys while standing or walking • Drops or throws balls and other objects while sitting or standing 	<p>PD 1 Gross Motor <i>Builds strength, coordination and balance of large muscles.</i> PD 1.1 Sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position. PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.</p> <p>PD 2 Fine Motor <i>Builds strength and coordination of small movements.</i> PD 2.1 Reaches for objects in sight. Uses hands or feet to make contact with an object. PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self.</p>

	<p>PD 2.3 Opens, closes, twists and pulls objects with one or both hands.</p> <p>LLD 7 Writing <i>Uses writing to represent meaning.</i> LLD 7.1 Explores writing materials. LLD 7.2 Makes random marks with writing tools. Make handprints or fingerprints.</p> <p>MR 2 Spatial Awareness <i>Understands how objects move in space. Determines object location.</i> MR 2a.1 Tries to put one object inside another. MR 2a.2 Purposely turns or spins objects. Fills container then dumps out the contents. MR 2b.1 Participates as caregiver raises arms or legs and says up/down. MR 2b.2 Follows simple positional directions such as on/off, over/under and up/down.</p> <p>SCI 3 Physical Science <i>Explores forces, motion and physical properties of materials.</i> SCI 3.1 Uses senses to explore objects in an immediate environment. Kicks feet or shakes arms to make other objects move. SCI 3.2 Reacts to changes in texture, smell, sound or sight. Uses body to push or pull toys.</p> <p>SCI 4 Technology <i>Uses tools and technology to perform tasks.</i> SCI 4.1 Explores simple tools such as toys and spoons. SCI 4.2 Begins to use simple tools purposefully, such as using a spoon to feed self.</p> <p>CA 3 Visual Arts <i>Expresses through 2D and 3D visual art and develops visual art techniques.</i> CA 3a.1 Expresses emotions while exploring materials. CA 3a.2 Scribbles, colors or paints intentionally on paper. CA 3b.1 Explores materials using gross motor movements and senses.</p>
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	CA 3b.2 Uses hands and feet to explore a variety of media.
Toddler (18 to 36 months) <ul style="list-style-type: none"> • Kicks or throws a ball toward another child or to an adult • Stacks two or three blocks on top of each other • Makes lines, circles or scribbles with a crayon on paper • Pushes and pats puzzle pieces into place • Digs in sand with spoon or small shovel • Tears tissue paper into small pieces to glue onto paper 	<p>PD 1 Gross Motor <i>Builds strength, coordination and balance of large muscles.</i> PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects. PD 1.3 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body.</p> <p>PD 2 Fine Motor <i>Builds strength and coordination of small movements.</i> PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self. PD 2.3 Opens, closes, twists and pulls objects with one or both hands.</p> <p>LLD 7 Writing <i>Uses writing to represent meaning.</i> LLD 7.2 Makes random marks with writing tools. Make handprints or fingerprints. LLD 7.3 Writes letter-like forms and creates his/ her own symbols. Scribbles or draws marks as a representation of an object or person. LLD 7.4 Attempts to print or copy familiar symbols and letters, especially those that are in own name. Draws and explains who or what it represents.</p> <p>MR 2 Spatial Awareness <i>Understands how objects move in space. Determines object location.</i> MR 2a.2 Purposely turns or spins objects. Fills container then dumps out the contents. MR 2a.3 Recognizes objects that are upside-down and turns them right-side up. Puts together three pieces to create a whole object. MR 2b.2 Follows simple positional directions such as on/off, over/under and up/down. MR 2b.3 Finds or places objects next to, between, in front of or behind self.</p> <p>SCI 3 Physical Science <i>Explores forces, motion and physical properties of materials.</i> SCI 3.2 Reacts to changes in texture, smell, sound or sight. Uses body</p>

	<p>to push or pull toys. SCI 3.3 Explores motion by moving, rolling, blowing on or dropping a toy. Begins to name colors.</p> <p>SCI 4 Technology <i>Uses tools and technology to perform tasks.</i> SCI 4.2 Begins to use simple tools purposefully, such as using a spoon to feed self. SCI 4.3 Explores movable parts on toys and tools. Uses on and off switches.</p> <p>CA 3 Visual Arts <i>Expresses through 2D and 3D visual art and develops visual art techniques.</i> CA 3a.2 Scribbles, colors or paints intentionally on paper. CA 3a.3 Explores a variety of artistic tools and media. CA 3b.2 Uses hands and feet to explore a variety of media. CA 3b.3 Uses materials to create shapes and symbols.</p>
Component: Physical Health and Well-Being	
<p><u>Indicators:</u> Shows characteristics of healthy development Responds when physical needs are met Expresses physical needs nonverbally or verbally Participates in physical care routines Begins to develop self-help skills Begins to understand safe and unsafe behaviors</p>	
<p>Young Infant (Birth to 8 months)</p> <ul style="list-style-type: none"> • Demonstrates visual and auditory abilities to facilitate learning and development • Startles or cries when hears sudden loud noises • Grows proportionally according to height and weight growth charts • Cries when hungry and quiets down when picked up for breastfeeding or when sees caregiver with bottle 	<p>SED 2 Self-Regulation <i>Identifies emotions. Manages feelings and behavior. Follows routines and transitions.</i> SED 2a.1 Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort. SED 2a.2 Show a range of emotions with facial expressions and gestures. SED 2b.1 Calms with support from caregiver. SED 2b.2 Soothes self by seeking a familiar adult or thing.</p>

- Coos, smiles or plays with caregiver after being fed or after getting a dry diaper
- Lifts arms when getting shirt put on or off
- Places hands on bottle while being fed

SED 2c.1 Reacts to changes in tone of voice or expression.
SED 2c.2 Cooperates during familiar routines and familiar activities.

SED 3 Attention & Persistence

Attends and engages. Shows flexibility and inventiveness.

SED 3a.1 Focuses for a short time on a person, sound or thing.

SED 3a.2 Attends to what others are looking at or pointing to.

SED 3b.1 Shifts attention from one person or thing to another.

SED 3b.2 Repeats actions to gain a result.

SED 4 Social Relationships

Develops relationships with adults and peers. Participates cooperatively in groups. Identifies and respects differences in others.

SED 4a.1 Responds to primary caregivers through eye contact and gentle touch.

SED 4a.2 Greets and stays near familiar people.

SED 4b.1 Enjoys turn-taking games such as peekaboo.

SED 4b.2 Mimics actions of others.

SED 4c.1 Adjusts behavior according to emotional or facial response of a familiar person.

SED 4c.2 Explores people and their features side by side in a book or a mirror.

PD 2 Fine Motor

Builds strength and coordination of small movements.

PD 2.1 Reaches for objects in sight. Uses hands or feet to make contact with an object.

PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self.

PD 3 Safety

Demonstrates safe practices.

PD 3.1 Expresses distress when needs are not met.

PD 3.2 Responds to possible dangers in environment and avoids them when prompted.

PD 4 Personal Care

	<p><i>Implements self-help routines for hygiene and dressing.</i></p> <p>PD 4.1 Receives appropriate healthcare from caregivers. Cries or moves body when physical needs are not met.</p> <p>PD 4.2 Recognizes the difference between dirty and clean. Begins to participate in self-care activities. Points to body parts when prompted.</p> <p>PD 5 Nutrition</p> <p><i>Follows healthy nutrition routines.</i></p> <p>PD 5.1 Cries when hungry or tired.</p> <p>PD 5.2 Communicates the need to eat, rest and drink. Feeds self some finger foods.</p> <p>LLD 1 Listening (Receptive Language)</p> <p><i>Understands and interprets language (both words and gestures). Follow directions.</i></p> <p>LLD 1a.1 Turns head toward the person speaking and makes gestures and/or vocalizations in response.</p> <p>LLD 1a.2 Shows understanding of a variety of single familiar words. Points at named objects or body parts.</p> <p>LLD 1b.1 Responds to conversation in environment and imitates actions.</p> <p>LLD 1b.2 With prompts and gestures, follows a one-step direction.</p> <p>LLD 2 Communication (Expressive Language)</p> <p><i>Uses verbal and nonverbal communication to express ideas . Uses conversational skills. Uses and expands vocabulary. Hears small units of sound.</i></p> <p>LLD 2a.1 Uses vocalizations and gestures to communicate.</p> <p>LLD 2a.2 Uses a few words, signs or word-like sounds to communicate.</p> <p>LLD 2b.1 Mimics single sounds.</p> <p>LLD 2b.2 Says one- to two-word sentences.</p> <p>LLD 2c.1 Makes noises and gestures to communicate.</p> <p>LLD 2c.2 Repeats words heard frequently in environment.</p>
<p>Older Infant (8 to 18 months)</p> <ul style="list-style-type: none"> Shows appropriate gains in height and weight according to growth charts 	<p>SED 2 Self-Regulation</p> <p><i>Identifies emotions. Manages feelings and behavior. Follows routines and transitions.</i></p> <p>SED 2a.1 Makes facial expressions or vocalizations to express</p>

- Splashes water on self and plays in the water during bath time
- Plays happily with toys after a nap and a snack
- Cooperates when getting physical needs met, such as getting diaper changed, nose wiped, or teeth brushed
- Asks, points or uses sign language for “More” when eating
- Responds to “Hot” or “No” and begins to not touch things when told not to
- Accepts other suggestions and redirection for unsafe behaviors or when in an unsafe situation

engagement, contentment, stress or discomfort.

SED 2a.2 Show a range of emotions with facial expressions and gestures.

SED 2b.1 Calms with support from caregiver.

SED 2b.2 Soothes self by seeking a familiar adult or thing.

SED 2c.1 Reacts to changes in tone of voice or expression.

SED 2c.2 Cooperates during familiar routines and familiar activities.

SED 3 Attention & Persistence

Attends and engages. Shows flexibility and inventiveness.

SED 3a.1 Focuses for a short time on a person, sound or thing.

SED 3a.2 Attends to what others are looking at or pointing to.

SED 3b.1 Shifts attention from one person or thing to another.

SED 3b.2 Repeats actions to gain a result.

SED 4 Social Relationships

Develops relationships with adults and peers. Participates cooperatively in groups. Identifies and respects differences in others.

SED 4a.1 Responds to primary caregivers through eye contact and gentle touch.

SED 4a.2 Greets and stays near familiar people.

SED 4b.1 Enjoys turn-taking games such as peekaboo.

SED 4b.2 Mimics actions of others.

SED 4c.1 Adjusts behavior according to emotional or facial response of a familiar person.

SED 4c.2 Explores people and their features side by side in a book or a mirror.

PD 2 Fine Motor

Builds strength and coordination of small movements.

PD 2.1 Reaches for objects in sight. Uses hands or feet to make contact with an object.

PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self.

PD 3 Safety

Demonstrates safe practices.

	<p>PD 3.1 Expresses distress when needs are not met.</p> <p>PD 3.2 Responds to possible dangers in environment and avoids them when prompted.</p> <p>PD 4 Personal Care <i>Implements self-help routines for hygiene and dressing.</i></p> <p>PD 4.1 Receives appropriate healthcare from caregivers. Cries or moves body when physical needs are not met.</p> <p>PD 4.2 Recognizes the difference between dirty and clean. Begins to participate in self-care activities. Points to body parts when prompted.</p> <p>PD 5 Nutrition <i>Follows healthy nutrition routines.</i></p> <p>PD 5.1 Cries when hungry or tired.</p> <p>PD 5.2 Communicates the need to eat, rest and drink. Feeds self some finger foods.</p> <p>LLD 1 Listening (Receptive Language) <i>Understands and interprets language (both words and gestures). Follow directions.</i></p> <p>LLD 1a.1 Turns head toward the person speaking and makes gestures and/or vocalizations in response.</p> <p>LLD 1a.2 Shows understanding of a variety of single familiar words. Points at named objects or body parts.</p> <p>LLD 1b.1 Responds to conversation in environment and imitates actions.</p> <p>LLD 1b.2 With prompts and gestures, follows a one-step direction.</p> <p>LLD 2 Communication (Expressive Language) <i>Uses verbal and nonverbal communication to express ideas . Uses conversational skills. Uses and expands vocabulary. Hears small units of sound.</i></p> <p>LLD 2a.1 Uses vocalizations and gestures to communicate.</p> <p>LLD 2a.2 Uses a few words, signs or word-like sounds to communicate.</p> <p>LLD 2b.1 Mimics single sounds.</p> <p>LLD 2b.2 Says one- to two-word sentences.</p> <p>LLD 2c.1 Makes noises and gestures to communicate.</p> <p>LLD 2c.2 Repeats words heard frequently in environment.</p>
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Toddler (18 to 36 months)

- Participates in healthy care routines, such as using tissues to wipe nose, washing and drying hands and brushing teeth
- Points at, says name or uses sign language for what toddler wants to eat or drink, such as “apple” or “milk”
- Uses a spoon to feed self or drinks from a glass or cup
- Shakes head or says, “Yes” or “No” when asked, “All done?”
- Pulls at pants or gives other signs when needs to use the toilet
- Holds hands under water to be washed and later insists on washing own hands
- Learns to stop when told, “Stop” and begins to wait for an adult before crossing the street

SED 2 Self-Regulation

Identifies emotions. Manages feelings and behavior. Follows routines and transitions.

SED 2a.2 Show a range of emotions with facial expressions and gestures.

SED 2a.3 Experiments and role-plays with a range of emotions.

SED 2b.2 Soothes self by seeking a familiar adult or thing.

SED 2b.3 Mimics breathing and calming strategies. Practices waiting for a turn.

SED 2c.2 Cooperates during familiar routines and familiar activities.

SED 2c.3 Recognizes a familiar activity or routine. Redirects to a new activity with help.

SED 3 Attention & Persistence

Attends and engages. Shows flexibility and inventiveness.

SED 3a.2 Attends to what others are looking at or pointing to.

SED 3a.3 Focuses on an engaging activity for a short period of time independently or with an adult.

SED 3b.2 Repeats actions to gain a result.

SED 3b.3 Asserts a desire to start or end an activity. Asks for help as needed.

SED 4 Social Relationships

Develops relationships with adults and peers. Participates cooperatively in groups. Identifies and respects differences in others.

SED 4a.2 Greets and stays near familiar people.

SED 4a.3 Identifies and plays side by side with a new or familiar person.

SED 4b.2 Mimics actions of others.

SED 4b.3 Helps or participates in an activity when asked.

SED 4c.2 Explores people and their features side by side in a book or a mirror.

SED 4c.3 Identifies emotions of others. Demonstrates concern for others.

PD 2 Fine Motor

Builds strength and coordination of small movements.

	<p>PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self.</p> <p>PD 2.3 Opens, closes, twists and pulls objects with one or both hands.</p> <p>PD 3 Safety <i>Demonstrates safe practices.</i> PD 3.2 Responds to possible dangers in environment and avoids them when prompted. PD 3.3 Follows simple safety rules and avoids danger.</p> <p>PD 4 Personal Care <i>Implements self-help routines for hygiene and dressing.</i> PD 4.2 Recognizes the difference between dirty and clean. Begins to participate in self-care activities. Points to body parts when prompted. PD 4.3 With help, participates in healthcare routines. Identifies body parts. Describes basic personal needs.</p> <p>PD 5 Nutrition <i>Follows healthy nutrition routines.</i> PD 5.2 Communicates the need to eat, rest and drink. Feeds self some finger foods. PD 5.3 Anticipates the need to eat, rest and drink. Feeds self with spoon or other utensil.</p> <p>PD 5 Nutrition <i>Follows healthy nutrition routines.</i> PD 5.2 Communicates the need to eat, rest and drink. Feeds self some finger foods. PD 5.3 Anticipates the need to eat, rest and drink. Feeds self with spoon or other utensil.</p> <p>LLD 1 Listening (Receptive Language) <i>Understands and interprets language (both words and gestures).</i> <i>Follow directions.</i> LLD 1a.2 Shows understanding of a variety of single familiar words. Points at named objects or body parts. LLD 1a.3 Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions. LLD 1b.2 With prompts and gestures, follows a one-step direction. LLD 1b.3 Follows related two-step directions given verbally.</p>
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	<p>LLD 2 Communication (Expressive Language) <i>Uses verbal and nonverbal communication to express ideas . Uses conversational skills. Uses and expands vocabulary. Hears small units of sound.</i></p> <p>LLD 2a.2 Uses a few words, signs or word-like sounds to communicate.</p> <p>LLD 2a.3 Communicates needs, desires and ideas. Asks and responds to questions.</p> <p>LLD 2b.2 Says one- to two-word sentences.</p> <p>LLD 2b.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille or verbalized words.</p> <p>LLD 2c.2 Repeats words heard frequently in environment.</p> <p>LLD 2c.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.</p>
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English Language Arts	
Strand 1: Academic and Social Language: Speaking and Listening <i>Language development is crucial in the preschool years to establish foundational skills for all future academic and social success. Language skills include the ability to speak as well as listen.</i>	
Utah's Core Standards for 3-Year-Olds	Curriculum Alignment
ELA 3 yr.1.1: Speak in simple sentences to communicate wants and needs.	LLD 2 Communication (Expressive Language): <i>Uses verbal and nonverbal communication to express ideas . Uses conversational skills. Uses and expands vocabulary. Hears small units of sound.</i> LLD 2a.3 Communicates needs, desires and ideas. Asks and responds to questions. LLD 2a.4 Asks simple questions and stays on topic for two to three exchanges. LLD 2b.2 Says one- to two-word sentences. LLD 2b.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille or verbalized words. LLD 2c.3 Identifies familiar people, places and objects. Asks what a specific person or object is called. LLD 2c.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.
ELA 3 yr.1.2: Begin to understand and use nouns, verbs, prepositions, and pronouns.	LLD 2 Communication (Expressive Language): <i>Uses verbal and nonverbal communication to express ideas . Uses conversational skills. Uses and expands vocabulary. Hears small units of sound.</i> LLD 2a.3 Communicates needs, desires and ideas. Asks and responds to questions. LLD 2a.4 Asks simple questions and stays on topic for two to three exchanges. LLD 2b.2 Says one- to two-word sentences. LLD 2b.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille or verbalized words. LLD 2c.3 Identifies familiar people, places and objects. Asks what a specific person or object is called. LLD 2c.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.
ELA 3 yr.1.3 Begin to ask and answer simple questions (for example, who, what, where)	LLD 2 Communication (Expressive Language): <i>Uses verbal and nonverbal communication to express ideas . Uses conversational skills. Uses and expands vocabulary. Hears small units of sound.</i>

	<p>LLD 2a.3 Communicates needs, desires and ideas. Asks and responds to questions.</p> <p>LLD 2a.4 Asks simple questions and stays on topic for two to three exchanges.</p> <p>LLD 2b.2 Says one- to two-word sentences.</p> <p>LLD 2b.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille or verbalized words.</p> <p>LLD 2c.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.</p> <p>LLD 2c.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p> <p>LLD 6 Reading Comprehension: <i>Understands concepts of text. Retells, asks and answers questions about a text or story.</i></p> <p>LLD 6a.3 Talks about pictures and ideas in familiar stories.</p> <p>LLD 6a.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story.</p> <p>LLD 6b.3 Answers “what” questions about stories and books. Recalls the name of the main character.</p> <p>LLD 6b.4 Asks and answers questions about text or new vocabulary and retells a story by pointing at pictures or role-playing with props.</p>
<p>ELA 3 yr.1.4 With prompting and support, describe attributes of familiar people, places, things, and events.</p>	<p>LLD 2 Communication (Expressive Language): <i>Uses verbal and nonverbal communication to express ideas . Uses conversational skills. Uses and expands vocabulary. Hears small units of sound.</i></p> <p>LLD 2c.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.</p> <p>LLD 2c.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p> <p>LLD 6 Reading Comprehension: <i>Understands concepts of text. Retells, asks and answers questions about a text or story.</i></p> <p>LLD 6a.3 Talks about pictures and ideas in familiar stories.</p> <p>LLD 6a.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story.</p> <p>LLD 6b.3 Answers “what” questions about stories and books. Recalls the name of the main character.</p> <p>LLD 6b.4 Asks and answers questions about text or new vocabulary and retells a story by pointing at pictures or role-playing with props.</p> <p>SS 1 Culture & Community: <i>Identifies community and family roles. Explores cultures and traditions. Respects diversity.</i></p>

	<p>SS 1b.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community.</p> <p>SS 4 History & Sense of Time: <i>Develops sense of time</i> SS 4.3 Describes events as they happen. Uses words such as first, then. SS 4.4 Recalls information and events from the past. Recognizes sequence of events to establish a sense of order and time.</p>
<p>ELA 3 yr.1.5 With prompting and support, use and talk about new vocabulary through rich texts, projects, guided conversation, and play.</p>	<p>LLD 2 Communication (Expressive Language): <i>Uses verbal and nonverbal communication to express ideas . Uses conversational skills. Uses and expands vocabulary. Hears small units of sound.</i> LLD 2a.3 Communicates needs, desires and ideas. Asks and responds to questions. LLD 2a.4 Asks simple questions and stays on topic for two to three exchanges. LLD 2b.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille or verbalized words. LLD 2b.4 Speaks in sentences (with words, sign language) but does not always follow grammatical rules. LLD 2c.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p> <p>LLD 6 Reading Comprehension: <i>Understands concepts of text. Retells, asks and answers questions about a text or story.</i> LLD 6a.3 Talks about pictures and ideas in familiar stories. LLD 6a.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story. LLD 6a.5 Relates to the characters or events of the story and shares a similar experience or object from own life. LLD 6b.3 Answers “what” questions about stories and books. Recalls the name of the main character. LLD 6b.4 Asks and answers questions about text or new vocabulary and retells a story by pointing at pictures or role-playing with props. LLD 6b.5 Retells portions of a story. Asks and answers simple questions about characters, setting, events and complex vocabulary.</p> <p>SS 1 Culture & Community: <i>Identifies community and family roles. Explores cultures and traditions. Respects diversity.</i> SS 1b.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community.</p>

<p>ELA 3 yr.1.6 With prompting and support, sort objects into categories (for example, shapes, foods) and begin to discuss commonalities and differences.</p>	<p>MR 6 Classification: <i>Matches and sorts.</i> MR 6.3 Sorts objects by one feature, such as size or color. Groups objects by common characteristics.</p> <p>SCI 3 Physical Science: <i>Explores forces, motion and physical properties of materials.</i> SCI 3.4 Explains how common vehicles, animals and people move. Sorts objects by type of movement. Describes basic physical properties of objects including textures and colors.</p>
<p>ELA 3 yr.1.7 With prompting and support, explore opposites (antonyms) (for example, happy/sad, up/down, big/little).</p>	<p>LLD 2 Communication (Expressive Language): <i>Uses verbal and nonverbal communication to express ideas . Uses conversational skills. Uses and expands vocabulary. Hears small units of sound.</i> LLD 2a.3 Communicates needs, desires and ideas. Asks and responds to questions. LLD 2a.4 Asks simple questions and stays on topic for two to three exchanges. LLD 2b.2 Says one- to two-word sentences. LLD 2b.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille or verbalized words. LLD 2b.4 Speaks in sentences (with words, sign language) but does not always follow grammatical rules. LLD 2c.2 Repeats words heard frequently in environment. LLD 2c.3 Identifies familiar people, places and objects. Asks what a specific person or object is called. LLD 2c.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p> <p>MR 6 Classification: <i>Matches and sorts.</i> MR 6.3 Sorts objects by one feature, such as size or color. Groups objects by common characteristics.</p>
<p>ELA 3 yr.1.8 With prompting and support, engage in conversations with peers and adults.</p>	<p>LLD 2 Communication (Expressive Language): <i>Uses verbal and nonverbal communication to express ideas . Uses conversational skills. Uses and expands vocabulary. Hears small units of sound.</i> LLD 2a.3 Communicates needs, desires and ideas. Asks and responds to questions. LLD 2a.4 Asks simple questions and stays on topic for two to three exchanges. LLD 2b.2 Says one- to two-word sentences. LLD 2b.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille or verbalized words.</p>

	<p>LLD 2b.4 Speaks in sentences (with words, sign language) but does not always follow grammatical rules.</p> <p>LLD 2c.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.</p> <p>LLD 2c.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p>
<p>ELA 3 yr.1.9 With prompting and support, begin to recognize that there are rules for conversation (for example, listening to others, staying on topic, taking turns speaking).</p>	<p>LLD 1 Listening (Receptive Language): <i>Understands and interprets language (both words and gestures). Follow directions.</i></p> <p>LLD 1a.3 Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions.</p> <p>LLD 1a.4 Listens then responds appropriately. Shows understanding of some complex vocabulary. Asks for clarification when doesn't understand.</p> <p>LLD 1b.3 Follows related two-step directions given verbally.</p> <p>LLD 1b.4 Follows unrelated two-step directions given verbally.</p> <p>LLD 2 Communication (Expressive Language): <i>Uses verbal and nonverbal communication to express ideas . Uses conversational skills. Uses and expands vocabulary. Hears small units of sound.</i></p> <p>LLD 2a.3 Communicates needs, desires and ideas. Asks and responds to questions.</p> <p>LLD 2a.4 Asks simple questions and stays on topic for two to three exchanges.</p> <p>LLD 2b.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille or verbalized words.</p> <p>LLD 2b.4 Speaks in sentences (with words, sign language) but does not always follow grammatical rules.</p> <p>LLD 2c.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.</p> <p>LLD 2c.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p>
<p>ELA 3 yr.1.10 Follow one-step directions to complete a task or routine (for example, "Please find a seat on the rug." "Please put the ball in the basket.").</p>	<p>LLD 1 Listening (Receptive Language): <i>Understands and interprets language (both words and gestures). Follow directions.</i></p> <p>LLD 1a.3 Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions.</p> <p>LLD 1a.4 Listens then responds appropriately. Shows understanding of some complex vocabulary. Asks for clarification when doesn't understand.</p> <p>LLD 1b.3 Follows related two-step directions given verbally.</p>
Utah's Core Standards for 4-Year Olds	Curriculum Alignment

<p>ELA 4 yr.1.1: Speak in sentences of varying lengths to communicate wants, needs, experiences, thoughts, and feelings.</p>	<p>LLD 2 Communication (Expressive Language): <i>Uses verbal and nonverbal communication to express ideas . Uses conversational skills. Uses and expands vocabulary. Hears small units of sound.</i></p> <p>LLD 2a.3 Communicates needs, desires and ideas. Asks and responds to questions.</p> <p>LLD 2a.4 Asks simple questions and stays on topic for two to three exchanges.</p> <p>LLD 2b.2 Says one- to two-word sentences.</p> <p>LLD 2b.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille or verbalized words.</p> <p>LLD 2c.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.</p> <p>LLD 2c.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p>
<p>ELA 4 yr.1.2: Use nouns, verbs, prepositions, pro- nouns, and adjectives when speaking with others.</p>	<p>LLD 2 Communication (Expressive Language): <i>Uses verbal and nonverbal communication to express ideas . Uses conversational skills. Uses and expands vocabulary. Hears small units of sound.</i></p> <p>LLD 2a.4 Asks simple questions and stays on topic for two to three exchanges.</p> <p>LLD 2a.5 Tells stories and engages in conversations through multiple exchanges.</p> <p>LLD 2b.5 Speaks in simple complete sentences using sign language, braille, a second language or technology. Uses question words in speech.</p> <p>LLD 2c.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p> <p>LLD 2c.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.</p>
<p>ELA 4 yr.1.3 Begin to ask and answer complex questions (for example, who, what, where, when, why, how).</p>	<p>LLD 2 Communication (Expressive Language): <i>Uses verbal and nonverbal communication to express ideas . Uses conversational skills. Uses and expands vocabulary. Hears small units of sound.</i></p> <p>LLD 2a.3 Communicates needs, desires and ideas. Asks and responds to questions.</p> <p>LLD 2a.4 Asks simple questions and stays on topic for two to three exchanges.</p> <p>LLD 2b.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille or verbalized words.</p> <p>LLD 2b.4 Speaks in sentences (with words, sign language) but does not always follow grammatical rules.</p> <p>LLD 2c.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.</p>

	<p>LLD 2c.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p> <p>LLD 2c.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.</p> <p>LLD 6 Reading Comprehension: <i>Understands concepts of text. Retells, asks and answers questions about a text or story.</i></p> <p>LLD 6b.2 Answers “where” questions by pointing.</p> <p>LLD 6b.3 Answers “what” questions about stories and books. Recalls the name of the main character.</p> <p>LLD 6b.4 Asks and answers questions about text or new vocabulary and retells a story by pointing at pictures or role-playing with props.</p>
ELA 4 yr.1.4 Describe attributes of familiar people, places, things, and events.	<p>LLD 2 Communication (Expressive Language): <i>Uses verbal and nonverbal communication to express ideas . Uses conversational skills. Uses and expands vocabulary. Hears small units of sound.</i></p> <p>LLD 2c.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.</p> <p>LLD 2c.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p> <p>LLD 2c.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.</p>
ELA 4 yr.1.5 Use and talk about new vocabulary through rich texts, projects, guided conversation, and play.	<p>LLD 2 Communication (Expressive Language): <i>Uses verbal and nonverbal communication to express ideas . Uses conversational skills. Uses and expands vocabulary. Hears small units of sound.</i></p> <p>LLD 2a.3 Communicates needs, desires and ideas. Asks and responds to questions.</p> <p>LLD 2b.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille or verbalized words.</p> <p>LLD 2b.4 Speaks in sentences (with words, sign language) but does not always follow grammatical rules.</p> <p>LLD 2c.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p> <p>LLD 2c.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.</p>
ELA 4 yr.1.6 Discuss how objects can be sorted into categories (for example, shapes, foods) based on commonalities and differences.	<p>MR 6 Classification: <i>Matches and sorts.</i></p> <p>MR 6.3 Sorts objects by one feature, such as size or color. Groups objects by common characteristics.</p> <p>MR 6.4 After sorting objects by one feature, sorts again by a different feature.</p>

	<p>SCI 3 Physical Science: <i>Explores forces, motion and physical properties of materials.</i></p> <p>SCI 3.4 Explains how common vehicles, animals and people move. Sorts objects by type of movement. Describes basic physical properties of objects including textures and colors.</p>
<p>ELA 4 yr.1.7 Identify and name opposites (antonyms) (for example, happy/sad, up/down, big/little).</p>	<p>LLD 2 Communication (Expressive Language): <i>Uses verbal and nonverbal communication to express ideas . Uses conversational skills. Uses and expands vocabulary. Hears small units of sound.</i></p> <p>LLD 2a.3 Communicates needs, desires and ideas. Asks and responds to questions.</p> <p>LLD 2a.4 Asks simple questions and stays on topic for two to three exchanges.</p> <p>LLD 2b.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille or verbalized words.</p> <p>LLD 2b.4 Speaks in sentences (with words, sign language) but does not always follow grammatical rules.</p> <p>LLD 2c.2 Repeats words heard frequently in environment.</p> <p>LLD 2c.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.</p> <p>LLD 2c.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p> <p>MR 6 Classification: <i>Matches and sorts.</i></p> <p>MR 6.3 Sorts objects by one feature, such as size or color. Groups objects by common characteristics.</p>
<p>ELA 4 yr.1.8 Engage in conversations with peers and adults by talking about activities, personal stories, pictures, topics, and text.</p>	<p>LLD 2 Communication (Expressive Language): <i>Uses verbal and nonverbal communication to express ideas . Uses conversational skills. Uses and expands vocabulary. Hears small units of sound.</i></p> <p>LLD 2a.3 Communicates needs, desires and ideas. Asks and responds to questions.</p> <p>LLD 2a.4 Asks simple questions and stays on topic for two to three exchanges.</p> <p>LLD 2a.5 Tells stories and engages in conversations through multiple exchanges.</p> <p>LLD 2b.2 Says one- to two-word sentences.</p> <p>LLD 2b.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille or verbalized words.</p> <p>LLD 2b.4 Speaks in sentences (with words, sign language) but does not always follow grammatical rules.</p>

	<p>LLD 2c.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.</p> <p>LLD 2c.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p> <p>LLD 6 Reading Comprehension: <i>Understands concepts of text. Retells, asks and answers questions about a text or story.</i></p> <p>LLD 6a.3 Talks about pictures and ideas in familiar stories.</p> <p>LLD 6a.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story.</p> <p>LLD 6a.5 Relates to the characters or events of the story and shares a similar experience or object from own life.</p> <p>LLD 6b.3 Answers “what” questions about stories and books. Recalls the name of the main character.</p> <p>LLD 6b.4 Asks and answers questions about text or new vocabulary and retells a story by pointing at pictures or role-playing with props.</p> <p>LLD 6b.5 Retells portions of a story. Asks and answers simple questions about characters, setting, events and complex vocabulary.</p> <p>SS 1 Culture & Community: <i>Identifies community and family roles. Explores cultures and traditions. Respects diversity.</i></p> <p>SS 1b.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community.</p>
<p>ELA 4 yr.1.9 Follow agreed upon rules for conversation (for example, listening to others, staying on topic, and taking turns speaking).</p>	<p>LLD 1 Listening (Receptive Language): <i>Understands and interprets language (both words and gestures). Follow directions.</i></p> <p>LLD 1a.3 Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions.</p> <p>LLD 1a.4 Listens then responds appropriately. Shows understanding of some complex vocabulary. Asks for clarification when doesn't understand.</p> <p>LLD 1b.3 Follows related two-step directions given verbally.</p> <p>LLD 1b.4 Follows unrelated two-step directions given verbally.</p> <p>LLD 2 Communication (Expressive Language): <i>Uses verbal and nonverbal communication to express ideas . Uses conversational skills. Uses and expands vocabulary. Hears small units of sound.</i></p> <p>LLD 2a.3 Communicates needs, desires and ideas. Asks and responds to questions.</p> <p>LLD 2a.4 Asks simple questions and stays on topic for two to three exchanges.</p>

	<p>LLD 2b.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille or verbalized words.</p> <p>LLD 2b.4 Speaks in sentences (with words, sign language) but does not always follow grammatical rules.</p> <p>LLD 2c.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.</p> <p>LLD 2c.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p>
<p>ELA 4 yr.1.10 Follow two-step directions to complete a task or routine (for example, “Please find your coat and wait for me at the door.” “Time to wash your hands and find a seat at the table to get ready for a snack.”).</p>	<p>LLD 1 Listening (Receptive Language): <i>Understands and interprets language (both words and gestures). Follow directions.</i></p> <p>LLD 1a.3 Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions.</p> <p>LLD 1a.4 Listens then responds appropriately. Shows understanding of some complex vocabulary. Asks for clarification when doesn’t understand.</p> <p>LLD 1b.3 Follows related two-step directions given verbally.</p> <p>LLD 1b.4 Follows unrelated two-step directions given verbally.</p>
<p>Strand 2: Reading <i>By exposing children to a wide variety of texts and surrounding them with a print-rich environment, they begin to develop foundational reading skills. These skills are divided into five sub-strands: concepts of print, phonological awareness, word recognition, recall information, and comprehension.</i></p>	
<p>Concepts of Print <i>Foundational reading skills include learning how a book is properly held and manipulated, understanding that print carries meaning, and that illustrations/photographs add meaning to stories.</i></p>	
Utah’s Core Standards for 3-Year-Olds	Curriculum Alignment
<p>ELA 3 yr.2.1 With prompting and support, correctly hold a book.</p>	<p>LLD 5 Concepts of Print: <i>Uses print concepts and explores books and other text.</i></p> <p>LLD 5.2 Recognizes if pictures are right-side up. Turns pages from front to back of book.</p> <p>LLD 5.3 Identifies the front/back and top/ bottom of a book. Indicates where to start reading on each page.</p> <p>LLD 5.4 Identifies letters, words, spaces and some punctuation. Follows the direction of text.</p> <p>LLD 6 Reading Comprehension: <i>Understands concepts of text. Retells, asks and answers questions about a text or story.</i></p> <p>LLD 6b.1 Holds book and looks intently at each page.</p>

<p>ELA 3 yr.2.2 With prompting and support, participate in activities that explore how print conveys meaning and how the illustrations/ photographs relate to the text. „</p>	<p>LLD 5 Concepts of Print: <i>Uses print concepts and explores books and other text.</i> LLD 5.2 Recognizes if pictures are right-side up. Turns pages from front to back of book. LLD 5.3 Identifies the front/back and top/ bottom of a book. Indicates where to start reading on each page. LLD 5.4 Identifies letters, words, spaces and some punctuation. Follows the direction of text.</p> <p>LLD 6 Reading Comprehension: <i>Understands concepts of text. Retells, asks and answers questions about a text or story.</i> LLD 6a.2 Points to pictures and repeats words from familiar stories. LLD 6a.3 Talks about pictures and ideas in familiar stories. LLD 6a.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story. LLD 6b.2 Answers “where” questions by pointing. LLD 6b.3 Answers “what” questions about stories and books. Recalls the name of the main character. LLD 6b.4 Asks and answers questions about text or new vocabulary and retells a story by pointing at pictures or role-playing with props.</p>
<p>ELA 3 yr.2.3 With prompting and support, identify print in everyday life including numbers, alphabet letters, letters in their own name, and environmental print.</p>	<p>LLD 4 Alphabetic Knowledge: <i>Identifies letters and words. Makes letter-sound connections and decodes words.</i> LLD 4a.3 Recognizes the difference between pictures, letters and numbers in print. LLD 4a.4 Recognizes some common words in print, such as his/her name, mom, dad. LLD 4b.3 Recognizes the sound of the first letter in his/her name. LLD 4b.4 Identifies six to seven letters and their sounds.</p> <p>LLD 5 Concepts of Print: <i>Uses print concepts and explores books and other text.</i> LLD 5.2 Recognizes if pictures are right-side up. Turns pages from front to back of book. LLD 5.3 Identifies the front/back and top/ bottom of a book. Indicates where to start reading on each page. LLD 5.4 Identifies letters, words, spaces and some punctuation. Follows the direction of text.</p>
<p>ELA 3 yr.2.4 With prompting and support, recognize that print is read from top to bottom, left to right, and from front to back. „</p>	<p>LLD 5 Concepts of Print: <i>Uses print concepts and explores books and other text.</i></p>

	<p>LLD 5.2 Recognizes if pictures are right-side up. Turns pages from front to back of book.</p> <p>LLD 5.3 Identifies the front/back and top/ bottom of a book. Indicates where to start reading on each page.</p> <p>LLD 5.4 Identifies letters, words, spaces and some punctuation. Follows the direction of text.</p>
<p>ELA 3 yr.2.5 Explore the difference between pictures and words.</p>	<p>LLD 4 Alphabetic Knowledge: <i>Identifies letters and words. Makes letter-sound connections and decodes words.</i></p> <p>LLD 4a.3 Recognizes the difference between pictures, letters and numbers in print.</p> <p>LLD 4a.4 Recognizes some common words in print, such as his/her name, mom, dad.</p> <p>LLD 4b.3 Recognizes the sound of the first letter in his/her name.</p> <p>LLD 4b.4 Identifies six to seven letters and their sounds.</p> <p>LLD 5 Concepts of Print: <i>Uses print concepts and explores books and other text.</i></p> <p>LLD 5.2 Recognizes if pictures are right-side up. Turns pages from front to back of book.</p> <p>LLD 5.3 Identifies the front/back and top/ bottom of a book. Indicates where to start reading on each page.</p> <p>LLD 5.4 Identifies letters, words, spaces and some punctuation. Follows the direction of text.</p>
<p>ELA 3 yr.2.6 BEGINS IN FOUR-YEAR-OLD STANDARDS</p>	<p>SEE FOUR-YEAR-OLD STANDARDS</p>
<p>ELA 3 yr.2.7 BEGINS IN FOUR-YEAR-OLD STANDARDS</p>	<p>SEE FOUR-YEAR-OLD STANDARDS</p>
<p>Utah's Core Standards for 4-Year-Olds</p>	<p>Curriculum Alignment</p>
<p>ELA 4 yr.2.1 Correctly hold a book.,,</p>	<p>LLD 5 Concepts of Print: <i>Uses print concepts and explores books and other text.</i></p> <p>LLD 5.2 Recognizes if pictures are right-side up. Turns pages from front to back of book.</p> <p>LLD 5.3 Identifies the front/back and top/ bottom of a book. Indicates where to start reading on each page.</p> <p>LLD 5.4 Identifies letters, words, spaces and some punctuation. Follows the direction of text.</p> <p>LLD 6 Reading Comprehension: <i>Understands concepts of text. Retells,</i></p>

	<p><i>asks and answers questions about a text or story.</i></p> <p>LLD 6b.1 Holds book and looks intently at each page.</p>
<p>ELA 4 yr.2.2 Discuss that print conveys meaning and how the illustrations/photographs relate to the text.</p>	<p>LLD 5 Concepts of Print: <i>Uses print concepts and explores books and other text.</i></p> <p>LLD 5.2 Recognizes if pictures are right-side up. Turns pages from front to back of book.</p> <p>LLD 5.3 Identifies the front/back and top/ bottom of a book. Indicates where to start reading on each page.</p> <p>LLD 5.4 Identifies letters, words, spaces and some punctuation. Follows the direction of text.</p> <p>LLD 6 Reading Comprehension: <i>Understands concepts of text. Retells, asks and answers questions about a text or story.</i></p> <p>LLD 6a.2 Points to pictures and repeats words from familiar stories.</p> <p>LLD 6a.3 Talks about pictures and ideas in familiar stories.</p> <p>LLD 6a.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story.</p> <p>LLD 6b.2 Answers “where” questions by pointing.</p> <p>LLD 6b.3 Answers “what” questions about stories and books. Recalls the name of the main character.</p> <p>LLD 6b.4 Asks and answers questions about text or new vocabulary and retells a story by pointing at pictures or role-playing with props.</p>
<p>ELA 4 yr.2.3 Identify print in everyday life including numbers, alphabet letters, letters in their own name, and environmental print.</p>	<p>LLD 4 Alphabetic Knowledge: <i>Identifies letters and words. Makes letter-sound connections and decodes words.</i></p> <p>LLD 4a.3 Recognizes the difference between pictures, letters and numbers in print.</p> <p>LLD 4a.4 Recognizes some common words in print, such as his/her name, mom, dad.</p> <p>LLD 4b.3 Recognizes the sound of the first letter in his/her name.</p> <p>LLD 4b.4 Identifies six to seven letters and their sounds.</p> <p>LLD 5 Concepts of Print: <i>Uses print concepts and explores books and other text.</i></p> <p>LLD 5.2 Recognizes if pictures are right-side up. Turns pages from front to back of book.</p> <p>LLD 5.3 Identifies the front/back and top/ bottom of a book. Indicates where to start reading on each page.</p> <p>LLD 5.4 Identifies letters, words, spaces and some punctuation. Follows the direction of text.</p>

<p>ELA 4 yr.2.4 With prompting and support, demonstrate that print is read from top to bottom, left to right, and from front to back.</p>	<p>LLD 5 Concepts of Print: <i>Uses print concepts and explores books and other text.</i> LLD 5.2 Recognizes if pictures are right-side up. Turns pages from front to back of book. LLD 5.3 Identifies the front/back and top/bottom of a book. Indicates where to start reading on each page LLD 5.4 Identifies letters, words, spaces and some punctuation. Follows the direction of text. LLD 5.5 Touches a written word on the page for each spoken word (but not necessarily the correct word). Tracks print from the end of one line to the beginning of the next line.</p>
<p>ELA 4 yr.2.5 Demonstrate that spoken words are represented in written language (for example, point to written words while reciting a known nursery rhyme or reading a recipe together during a cooking activity).</p>	<p>LLD 5 Concepts of Print: <i>Uses print concepts and explores books and other text.</i> LLD 5.2 Recognizes if pictures are right-side up. Turns pages from front to back of book. LLD 5.3 Identifies the front/back and top/ bottom of a book. Indicates where to start reading on each page. LLD 5.4 Identifies letters, words, spaces and some punctuation. Follows the direction of text. LLD 5.5 Touches a written word on the page for each spoken word (but not necessarily the correct word). Tracks print from the end of one line to the beginning of the next line.</p>
<p>ELA 4 yr.2.6 With prompting and support, begin to recognize that letters are grouped to form words.</p>	<p>LLD 4 Alphabetic Knowledge: <i>Identifies letters and words. Makes letter-sound connections and decodes words.</i> LLD 4a.3 Recognizes the difference between pictures, letters and numbers in print. LLD 4a.4 Recognizes some common words in print, such as his/her name, mom, dad. LLD 4b.3 Recognizes the sound of the first letter in his/her name. LLD 4b.4 Identifies six to seven letters and their sounds.</p>
<p>ELA 4 yr.2.7 With prompting and support, discuss the role of the author and illustrator/photographer in presenting the ideas or information in a text.</p>	<p>LLD 5 Concepts of Print: <i>Uses print concepts and explores books and other text.</i> LLD 5.2 Recognizes if pictures are right-side up. Turns pages from front to back of book. LLD 5.3 Identifies the front/back and top/ bottom of a book. Indicates where to start reading on each page. LLD 5.4 Identifies letters, words, spaces and some punctuation. Follows the direction of text.</p>

	<p>LLD 5.5 Touches a written word on the page for each spoken word (but not necessarily the correct word). Tracks print from the end of one line to the beginning of the next line.</p> <p>LLD 5.6 Recognizes common types of text, e.g., poem, storybook, fact book. Names author and illustrator. Identifies punctuation.</p>
<p>Phonological Awareness <i>Phonological Awareness refers to a child's ability to recognize the way sound functions within words. This includes rhyming, identifying parts of words such as syllables, segmenting individual sounds (also called phonemes), and exploring how those sounds blend to make words. It is important to note that phonemic awareness practice is auditory and does not include text or written letters.</i></p>	
Utah's Core Standards for 3-Year-Olds	Curriculum Alignment
<p>ELA 3 yr.2.8 With prompting and support, explore sounds (phonemes) in spoken language.</p>	<p>LLD 3 Phonological Awareness: <i>Hears small units of sound.</i> LLD 3.3 Shows awareness of separate words in spoken language. Suggests a missing rhyming word within a poem or song. LLD 3.4 Identifies words that have a similar beginning sound. Identifies when two words rhyme. Shows awareness of separate syllables in a word.</p> <p>LLD 4 Alphabetic Knowledge: <i>Identifies letters and words. Makes letter-sound connections and decodes words.</i> LLD 4b.3 Recognizes the sound of the first letter in his/her name. LLD 4b.4 Identifies six to seven letters and their sounds.</p>
<p>ELA 3 yr.2.9 With prompting and support, explore rhyming words in familiar songs/books.</p>	<p>LLD 3 Phonological Awareness: <i>Hears small units of sound.</i> LLD 3.2 Imitates sounds and tones. Repeats the last word in familiar rhymes when prompted. LLD 3.3 Shows awareness of separate words in spoken language. Suggests a missing rhyming word within a poem or song. LLD 3.4 Identifies words that have a similar beginning sound. Identifies when two words rhyme. Shows awareness of separate syllables in a word.</p> <p>CA 1 Music: <i>Expresses through music. Develops rhythm and tone.</i> CA 1a.2 Repeats words in familiar songs and attempts to sing. CA 1a.3 Expresses likes and dislikes of familiar songs. Explores shaking, pounding and tapping various instruments. CA1a.4 Uses voice, common objects or instruments to create music. Identifies self as a musician. CA 1b.2 Responds to changes in sound, rhythm, volume or melody. CA 1b.3 Claps to beat (not always consistently). Understands difference between singing and speaking voices. CA 1b.4 Claps along to simple rhythm patterns. Controls voice to mimic the</p>

	melodic direction.
ELA 3 yr.2.10 With prompting and support, explore syllables in simple words (for example, clap children's names).	<p>LLD 3 Phonological Awareness: <i>Hears small units of sound.</i> LLD 3.3 Shows awareness of separate words in spoken language. Suggests a missing rhyming word within a poem or song. LLD 3.4 Identifies words that have a similar beginning sound. Identifies when two words rhyme. Shows awareness of separate syllables in a word.</p> <p>LLD 4 Alphabetic Knowledge: <i>Identifies letters and words. Makes letter-sound connections and decodes words.</i> LLD 4b.3 Recognizes the sound of the first letter in his/her name. LLD 4b.4 Identifies six to seven letters and their sounds.</p> <p>CA 1 Music: <i>Expresses through music. Develops rhythm and tone.</i> CA 1a.2 Repeats words in familiar songs and attempts to sing. 1a.3 Expresses likes and dislikes of familiar songs. Explores shaking, pounding and tapping various instruments. CA 1a.4 Uses voice, common objects or instruments to create music. Identifies self as a musician. CA 1b.3 Claps to beat (not always consistently). Understands difference between singing and speaking voices. CA 1b.4 Claps along to simple rhythm patterns. Controls voice to mimic the melodic direction.</p>
ELA 3 yr.2.11 BEGINS IN FOUR-YEAR-OLD STANDARDS	SEE FOUR-YEAR-OLD STANDARDS
ELA 3 yr.2.12 With prompting and support, begin to identify the initial sounds of words	<p>LLD 3 Phonological Awareness: <i>Hears small units of sound.</i> LLD 3.3 Shows awareness of separate words in spoken language. Suggests a missing rhyming word within a poem or song. LLD 3.4 Identifies words that have a similar beginning sound. Identifies when two words rhyme. Shows awareness of separate syllables in a word.</p> <p>LLD 4 Alphabetic Knowledge: <i>Identifies letters and words. Makes letter-sound connections and decodes words.</i> LLD 4b.3 Recognizes the sound of the first letter in his/her name. LLD 4b.4 Identifies six to seven letters and their sounds.</p>
Utah's Core Standards for 4-Year-Olds	Curriculum Alignment
ELA 4 yr.2.8 Identify and discriminate between sounds (phonemes) in spoken language (for example, point to a picture that begins with the same sound as	<p>LLD 3 Phonological Awareness: <i>Hears small units of sound.</i> LLD 3.3 Shows awareness of separate words in spoken language. Suggests</p>

<p>dog).</p>	<p>a missing rhyming word within a poem or song. LLD 3.4 Identifies words that have a similar beginning sound. Identifies when two words rhyme. Shows awareness of separate syllables in a word. LLD 3.5 Identifies the beginning and ending sounds of words. Suggests a series of rhyming words when given a word.</p> <p>LLD 4 Alphabetic Knowledge: <i>Identifies letters and words. Makes letter-sound connections and decodes words.</i> LLD 4b.3 Recognizes the sound of the first letter in his/her name. LLD 4b.4 Identifies six to seven letters and their sounds. LLD 4b.5 Identifies 12 to 15 letters and their sounds. Recognizes that letters make up words.</p>
<p>ELA 4 yr.2.9 Recognize rhyming words in familiar songs/books (for example, provide rhyming words, show a thumbs up if the words rhyme or thumbs down if the words do not rhyme).</p>	<p>LLD 3 Phonological Awareness: <i>Hears small units of sound.</i> LLD 3.3 Shows awareness of separate words in spoken language. Suggests a missing rhyming word within a poem or song. LLD 3.4 Identifies words that have a similar beginning sound. Identifies when two words rhyme. Shows awareness of separate syllables in a word. LLD 3.5 Identifies the beginning and ending sounds of words. Suggests a series of rhyming words when given a word.</p> <p>CA 1 Music: <i>Expresses through music. Develops rhythm and tone.</i> 1a.3 Expresses likes and dislikes of familiar songs. Explores shaking, pounding and tapping various instruments. CA 1a.4 Uses voice, common objects or instruments to create music. Identifies self as a musician. CA 1a.5 Uses voice or instruments to express feelings or to mimic sound effects. CA 1b.3 Claps to beat (not always consistently). Understands difference between singing and speaking voices. CA 1b.4 Claps along to simple rhythm patterns. Controls voice to mimic the melodic direction. CA 1b.5 Repeats simple rhythm patterns. Hears the change of musical phrases in a song. Sings along to familiar songs.</p>
<p>ELA 4 yr.2.10 With prompting and support, count syllables as words are being spoken (for example, clap, stomp, jump, use hand signals).</p>	<p>LLD 3 Phonological Awareness: <i>Hears small units of sound.</i> LLD 3.3 Shows awareness of separate words in spoken language. Suggests a missing rhyming word within a poem or song. LLD 3.4 Identifies words that have a similar beginning sound. Identifies when two words rhyme. Shows awareness of separate syllables in a word. LLD 3.5 Identifies the beginning and ending sounds of words. Suggests a series of rhyming words when given a word.</p>

	<p>LLD 3.6 Counts syllables in spoken words. Isolates and pronounces the sound of each syllable.</p> <p>LLD 4 Alphabetic Knowledge: <i>Identifies letters and words. Makes letter-sound connections and decodes words.</i></p> <p>LLD 4b.3 Recognizes the sound of the first letter in his/her name.</p> <p>LLD 4b.4 Identifies six to seven letters and their sounds.</p> <p>LLD 4b.5 Identifies 12 to 15 letters and their sounds. Recognizes that letters make up words.</p> <p>CA 1 Music: Expresses through music. Develops rhythm and tone.</p> <p>1a.3 Expresses likes and dislikes of familiar songs. Explores shaking, pounding and tapping various instruments.</p> <p>CA 1a.4 Uses voice, common objects or instruments to create music. Identifies self as a musician.</p> <p>CA 1a.5 Uses voice or instruments to express feelings or to mimic sound effects.</p> <p>CA 1b.3 Claps to beat (not always consistently). Understands difference between singing and speaking voices.</p> <p>CA 1b.4 Claps along to simple rhythm patterns. Controls voice to mimic the melodic direction.</p> <p>CA 1b.5 Repeats simple rhythm patterns. Hears the change of musical phrases in a song. Sings along to familiar songs.</p> <p>CA 2 Dance & Movement: <i>Expresses through dance. Develops movement techniques.</i></p> <p>CA 2a.3 Moves in own way to music and rhythm.</p> <p>CA 2b.3 Follows the movements of others. Explores personal space and direction.</p> <p>CA 2b.4 Describes and demonstrates multiple ways to move body parts. Moves to the beat.</p> <p>CA 2b.5 Follows a leader to perform a simple movement pattern.</p>
<p>ELA 4 yr.2.11 With prompting and support, blend (put together), and segment (take apart) single-syllable words into individual phonemes auditorily (for example, segment: bat= /b/ /a/ /t/, blend: /b/ /a/ /t/ = bat).</p>	<p>LLD 3 Phonological Awareness: <i>Hears small units of sound.</i></p> <p>LLD 3.3 Shows awareness of separate words in spoken language. Suggests a missing rhyming word within a poem or song.</p> <p>LLD 3.4 Identifies words that have a similar beginning sound. Identifies when two words rhyme. Shows awareness of separate syllables in a word.</p> <p>LLD 3.5 Identifies the beginning and ending sounds of words. Suggests a series of rhyming words when given a word.</p> <p>LLD 3.6 Counts syllables in spoken words. Isolates and pronounces the sound of each syllable.</p>

	LLD 3.7 Identifies and isolates individual sounds heard in one-syllable words.
ELA 4 yr.2.12 Begin to recognize the beginning sounds of words and progress towards recognizing ending sounds of words.	LLD 3 Phonological Awareness: <i>Hears small units of sound.</i> LLD 3.3 Shows awareness of separate words in spoken language. Suggests a missing rhyming word within a poem or song. LLD 3.4 Identifies words that have a similar beginning sound. Identifies when two words rhyme. Shows awareness of separate syllables in a word. LLD 3.5 Identifies the beginning and ending sounds of words. Suggests a series of rhyming words when given a word.
Word Recognition <i>Word recognition in preschool includes the knowledge that words are made up of letters in sounds.</i>	
Utah's Core Standards for 3-Year-Olds	Curriculum Alignment
ELA 3yr.2.13 With prompting and support, explore that words are made up of letters and sounds.	LLD 3 Phonological Awareness: <i>Hears small units of sound.</i> LLD 3.3 Shows awareness of separate words in spoken language. Suggests a missing rhyming word within a poem or song. LLD 3.4 Identifies words that have a similar beginning sound. Identifies when two words rhyme. Shows awareness of separate syllables in a word. LLD 4 Alphabetic Knowledge: <i>Identifies letters and words. Makes letter-sound connections and decodes words.</i> LLD 4b.3 Recognizes the sound of the first letter in his/her name. LLD 4b.4 Identifies six to seven letters and their sounds.
ELA 3yr.2.14 With prompting and support, begin to identify the names and sounds of upper- and lowercase letters of the alphabet including those in their own name.	LLD 3 Phonological Awareness: <i>Hears small units of sound.</i> LLD 3.3 Shows awareness of separate words in spoken language. Suggests a missing rhyming word within a poem or song. LLD 3.4 Identifies words that have a similar beginning sound. Identifies when two words rhyme. Shows awareness of separate syllables in a word. LLD 4 Alphabetic Knowledge: <i>Identifies letters and words. Makes letter-sound connections and decodes words.</i> LLD 4a.3 Recognizes the difference between pictures, letters and numbers in print. LLD 4a.4 Recognizes some common words in print, such as his/her name, mom, dad. LLD 4a.5 Names upper- and lowercase letters when presented in random order. When shown a two-or three-letter word, can find it in print.

	<p>LLD 4b.3 Recognizes the sound of the first letter in his/her name.</p> <p>LLD 4b.4 Identifies six to seven letters and their sounds.</p>
<p>ELA 3 yr.2.15 Recognize their own name in print.</p>	<p>LLD 4 Alphabetic Knowledge: <i>Identifies letters and words. Makes letter-sound connections and decodes words.</i></p> <p>LLD 4a.3 Recognizes the difference between pictures, letters and numbers in print.</p> <p>LLD 4a.4 Recognizes some common words in print, such as his/her name, mom, dad.</p>
<p>Utah's Core Standards for 4-Year-Olds</p>	<p>Curriculum Alignment</p>
<p>ELA 4 yr.2.13 With prompting and support, recognize that written words are made up of letters and sounds.</p>	<p>LLD 3 Phonological Awareness: <i>Hears small units of sound.</i></p> <p>LLD 3.3 Shows awareness of separate words in spoken language. Suggests a missing rhyming word within a poem or song.</p> <p>LLD 3.4 Identifies words that have a similar beginning sound. Identifies when two words rhyme. Shows awareness of separate syllables in a word.</p> <p>LLD 4 Alphabetic Knowledge: <i>Identifies letters and words. Makes letter-sound connections and decodes words.</i></p> <p>LLD 4a.3 Recognizes the difference between pictures, letters and numbers in print.</p> <p>LLD 4a.4 Recognizes some common words in print, such as his/her name, mom, dad.</p> <p>LLD 4a.5 Names upper- and lowercase letters when presented in random order. When shown a two-or three-letter word, can find it in print.</p> <p>LLD 4b.3 Recognizes the sound of the first letter in his/her name.</p> <p>LLD 4b.4 Identifies six to seven letters and their sounds.</p>
<p>ELA 4 yr.2.14 Identify the names and sounds of some upper- and lowercase letters of the alphabet, including those in their own name.</p>	<p>LLD 4 Alphabetic Knowledge: <i>Identifies letters and words. Makes letter-sound connections and decodes words.</i></p> <p>LLD 4a.3 Recognizes the difference between pictures, letters and numbers in print.</p> <p>LLD 4a.4 Recognizes some common words in print, such as his/her name, mom, dad.</p> <p>LLD 4a.5 Names upper- and lowercase letters when presented in random order. When shown a two-or three-letter word, can find it in print.</p> <p>LLD 4b.3 Recognizes the sound of the first letter in his/her name.</p> <p>LLD 4b.4 Identifies six to seven letters and their sounds.</p>
<p>ELA 4 yr.2.15 Begin to recognize some printed words that are seen frequently</p>	<p>LLD 4 Alphabetic Knowledge: <i>Identifies letters and words. Makes</i></p>

(for example, their own name, the names of classmates, labels in the classroom environment).	<p><i>letter-sound connections and decodes words.</i></p> <p>LLD 4a.3 Recognizes the difference between pictures, letters and numbers in print.</p> <p>LLD 4a.4 Recognizes some common words in print, such as his/her name, mom, dad.</p> <p>LLD 4a.5 Names upper- and lowercase letters when presented in random order. When shown a two-or three-letter word, can find it in print.</p> <p>LLD 4b.3 Recognizes the sound of the first letter in his/her name.</p> <p>LLD 4b.4 Identifies six to seven letters and their sounds.</p>
Recall Information When students are able to practice recalling names of objects that they are familiar with, they can begin to build the bridge to fluency.	
Utah's Core Standards for 3-Year-Olds	Curriculum Alignment
ELA 3 yr.2.16 BEGINS IN FOUR-YEAR-OLD STANDARDS	SEE FOUR-YEAR-OLD STANDARDS
Utah's Core Standards for 4-Year-Olds	
ELA 4 yr.2.16 With prompting and support, rapidly recall the names of a series of objects or pictures (for example, dog, cat, horse, mouse, fish, monkey, lion).	<p>LLD 6 Reading Comprehension: <i>Understands concepts of text. Retells, asks and answers questions about a text or story.</i></p> <p>LLD 6a.2 Points to pictures and repeats words from familiar stories.</p> <p>LLD 6a.3 Talks about pictures and ideas in familiar stories.</p> <p>LLD 6a.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story.</p> <p>LLD 6b.3 Answers "what" questions about stories and books. Recalls the name of the main character.</p> <p>LLD 6b.4 Asks and answers questions about text or new vocabulary and retells a story by pointing at pictures or role-playing with props.</p> <p>MR 5 Patterns: <i>Identifies, reproduces and creates patterns.</i></p> <p>MR 5.3 Copies patterns with two steps, such as red-blue, red-blue.</p> <p>MR 5.4 Creates and extends two-step patterns.</p> <p>MR 5.5 Creates and extends three- and four-step patterns and plays complex memory</p> <p>MR 6 Classification: <i>Matches and sorts.</i></p> <p>MR 6.2 When shown one object, finds the match.</p> <p>MR 7 Logic & Reasoning: <i>Recalls information, builds memory, reasoning and problem-solving skills.</i></p> <p>MR 7.3 Asks why. Begins to understand how things are connected.</p>

	<p>Recognizes a problem and asks for help. MR 7.4 Plans steps to accomplish tasks and explores many possible solutions to a problem.</p> <p>SS 4 History & Sense of Time: <i>Develops sense of time</i> SS 4.3 Describes events as they happen. Uses words such as first, then. SS 4.4 Recalls information and events from the past.</p>
<p>Comprehension Comprehension refers to the ability to drive meaning from written and spoken language.</p>	
Utah's Core Standards for 3-Year-Olds	Curriculum Alignment
<p>ELA 3 yr.2.17 With prompting and support, listen attentively to simple texts.</p>	<p>SED 3 Attention & Persistence: <i>Attends and engages. Shows flexibility and inventiveness.</i> SED 3a.2 Attends to what others are looking at or pointing to. SED 3a.3 Focuses on an engaging activity for a short period of time independently or with an adult. SED 3a.4 Practices or repeats an activity many times until successful. Expresses delight over a successful project. SED 3a.5 Sustains focus for at least five minutes, persisting even if there are problems or distractions.</p> <p>LLD 1 Listening (Receptive Language): <i>Understands and interprets language (both words and gestures). Follow directions.</i> LLD 1a.3 Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions. LLD 1a.4 Listens then responds appropriately. Shows understanding of some complex vocabulary. Asks for clarification when doesn't understand.</p> <p>LLD 6 Reading Comprehension: <i>Understands concepts of text. Retells, asks and answers questions about a text or story.</i> LLD 6a.3 Talks about pictures and ideas in familiar stories. LLD 6a.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story. LLD 6b.3 Answers "what" questions about stories and books. Recalls the name of the main character. LLD 6b.4 Asks and answers questions about text or new vocabulary and retells a story by pointing at pictures or role-playing with props.</p>
<p>ELA 3 yr.2.18 With prompting and support, ask and answer simple questions relating to a text, media, or information presented orally.</p>	<p>LLD 6 Reading Comprehension: <i>Understands concepts of text. Retells, asks and answers questions about a text or story.</i></p>

	<p>LLD 6a.3 Talks about pictures and ideas in familiar stories.</p> <p>LLD 6a.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story.</p> <p>LLD 6b.3 Answers “what” questions about stories and books. Recalls the name of the main character.</p> <p>LLD 6b.4 Asks and answers questions about text or new vocabulary and retells a story by pointing at pictures or role-playing with props.</p>
Utah’s Core Standards for 4-Year-Olds	Curriculum Alignment
<p>ELA 4 yr.2.17 With prompting and support, listen attentively to and retell simple texts, including event sequence and characters, through conversation, art, movement, or drama.</p>	<p>SED 3 Attention & Persistence: <i>Attends and engages. Shows flexibility and inventiveness.</i></p> <p>SED 3a.2 Attends to what others are looking at or pointing to.</p> <p>SED 3a.3 Focuses on an engaging activity for a short period of time independently or with an adult.</p> <p>SED 3a.4 Practices or repeats an activity many times until successful. Expresses delight over a successful project.</p> <p>SED 3a.5 Sustains focus for at least five minutes, persisting even if there are problems or distractions.</p> <p>LLD 1 Listening (Receptive Language): <i>Understands and interprets language (both words and gestures). Follow directions.</i></p> <p>LLD 1a.3 Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions.</p> <p>LLD 1a.4 Listens then responds appropriately. Shows understanding of some complex vocabulary. Asks for clarification when doesn’t understand.</p> <p>LLD 6 Reading Comprehension: <i>Understands concepts of text. Retells, asks and answers questions about a text or story.</i></p> <p>LLD 6a.3 Talks about pictures and ideas in familiar stories.</p> <p>LLD 6a.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story.</p> <p>LLD 6b.3 Answers “what” questions about stories and books. Recalls the name of the main character.</p> <p>LLD 6b.4 Asks and answers questions about text or new vocabulary and retells a story by pointing at pictures or role-playing with props.</p>
<p>ELA 4 yr.2.18 With prompting and support, ask and answer questions and make connections about text, media, or information presented orally.</p>	<p>LLD 6 Reading Comprehension: <i>Understands concepts of text. Retells, asks and answers questions about a text or story.</i></p> <p>LLD 6a.3 Talks about pictures and ideas in familiar stories.</p> <p>LLD 6a.4 Anticipates what comes next in familiar stories. Expresses likes or</p>

	<p>dislikes within the story.</p> <p>LLD 6b.3 Answers “what” questions about stories and books. Recalls the name of the main character.</p> <p>LLD 6b.4 Asks and answers questions about text or new vocabulary and retells a story by pointing at pictures or role-playing with props.</p>
<p>Strand 3: Writing</p> <p>Writing refers to how children represent spoken words with written language. The development of fine motor control in early childhood is essential for early writing skills. Fine motor skills develop at different rates for each child. Forming legible letters is an emerging expectation for 4-year-olds. Refer to Strand One: Fine Motor within the Physical Education Standards for more information.</p>	
Utah’s Core Standards for 3-Year-Olds	Curriculum Alignment
<p>ELA 3-yr.3.1 With prompting and support, begin to experiment with writing and represent ideas visually (for example, scribble, stamp, glue pictures on paper).</p>	<p>LLD 5 Concepts of Print: <i>Uses print concepts and explores books and other text.</i></p> <p>LLD 5.4 Identifies letters, words, spaces and some punctuation. Follows the direction of text.</p> <p>LLD 7 Writing: <i>Uses writing to represent meaning.</i></p> <p>LLD 7.2 Makes random marks with writing tools. Make handprints or fingerprints.</p> <p>LLD 7.3 Writes letter-like forms and creates his/ her own symbols. Scribbles or draws marks as a representation of an object or person.</p> <p>LLD 7.4 Attempts to print or copy familiar symbols and letters, especially those that are in own name. Draws and explains who or what it represents.</p> <p>CA 3 Visual Arts: <i>Expresses through 2D and 3D visual art and develops visual art techniques.</i></p> <p>CA 3a.2 Scribbles, colors or paints intentionally on paper.</p> <p>CA 3a.3 Explores a variety of artistic tools and media.</p> <p>CA 3a.4 Makes choices throughout the artistic process.</p> <p>CA 3b.3 Uses materials to create shapes and symbols.</p> <p>CA 3b.4 Chooses an object or art tool to use with a given medium for a desired effect.</p>
ELA 3 yr.3.2 BEGINS IN FOUR-YEAR-OLD STANDARDS	SEE FOUR-YEAR-OLD STANDARDS
ELA 3 yr.3.3 BEGINS IN FOUR-YEAR-OLD STANDARDS	SEE FOUR-YEAR-OLD STANDARDS
Utah’s Core Standards for 4-Year-Olds	Curriculum Alignment
<p>ELA 4 yr.3.1 Represent ideas visually (for example, scribble with letter-like formations, simple drawings).</p>	<p>LLD 5 Concepts of Print: <i>Uses print concepts and explores books and other text.</i></p>

	<p>LLD 5.4 Identifies letters, words, spaces and some punctuation. Follows the direction of text.</p> <p>LLD 7 Writing: <i>Uses writing to represent meaning.</i></p> <p>LLD 7.2 Makes random marks with writing tools. Make handprints or fingerprints.</p> <p>LLD 7.3 Writes letter-like forms and creates his/ her own symbols. Scribbles or draws marks as a representation of an object or person.</p> <p>LLD 7.4 Attempts to print or copy familiar symbols and letters, especially those that are in own name. Draws and explains who or what it represents.</p> <p>LLD 7.5 Prints first name. Copies print. Uses inventive spelling. Uses a combination of drawing, dictating and writing to express and record an event or idea.</p> <p>CA 3 Visual Arts: <i>Expresses through 2D and 3D visual art and develops visual art techniques.</i></p> <p>CA 3a.2 Scribbles, colors or paints intentionally on paper.</p> <p>CA 3a.3 Explores a variety of artistic tools and media.</p> <p>CA 3a.4 Makes choices throughout the artistic process.</p> <p>CA 3b.3 Uses materials to create shapes and symbols.</p> <p>CA 3b.4 Chooses an object or art tool to use with a given medium for a desired effect.</p>
<p>ELA 4 yr.3.2 Represent spoken words with written language using letter-like marks and scribbles.</p>	<p>LLD 5 Concepts of Print: <i>Uses print concepts and explores books and other text.</i></p> <p>LLD 5.4 Identifies letters, words, spaces and some punctuation. Follows the direction of text.</p> <p>LLD 7 Writing: <i>Uses writing to represent meaning.</i></p> <p>LLD 7.2 Makes random marks with writing tools. Make handprints or fingerprints.</p> <p>LLD 7.3 Writes letter-like forms and creates his/ her own symbols. Scribbles or draws marks as a representation of an object or person.</p> <p>LLD 7.4 Attempts to print or copy familiar symbols and letters, especially those that are in own name. Draws and explains who or what it represents.</p> <p>LLD 7.5 Prints first name. Copies print. Uses inventive spelling. Uses a combination of drawing, dictating and writing to express and record an event or idea.</p> <p>CA 3 Visual Arts: <i>Expresses through 2D and 3D visual art and develops visual art techniques.</i></p> <p>CA 3a.2 Scribbles, colors or paints intentionally on paper.</p>

	<p>CA 3a.3 Explores a variety of artistic tools and media.</p> <p>CA 3a.4 Makes choices throughout the artistic process.</p> <p>CA 3b.3 Uses materials to create shapes and symbols.</p> <p>CA 3b.4 Chooses an object or art tool to use with a given medium for a desired effect.</p>
<p>ELA 4 yr.3.3 Print some letters of the alphabet, including those in their own name.</p>	<p>LLD 5 Concepts of Print: <i>Uses print concepts and explores books and other text.</i></p> <p>LLD 5.4 Identifies letters, words, spaces and some punctuation. Follows the direction of text.</p> <p>LLD 7 Writing: <i>Uses writing to represent meaning.</i></p> <p>LLD 7.2 Makes random marks with writing tools. Make handprints or fingerprints.</p> <p>LLD 7.3 Writes letter-like forms and creates his/ her own symbols. Scribbles or draws marks as a representation of an object or person.</p> <p>LLD 7.4 Attempts to print or copy familiar symbols and letters, especially those that are in own name. Draws and explains who or what it represents.</p> <p>LLD 7.5 Prints first name. Copies print. Uses inventive spelling. Uses a combination of drawing, dictating and writing to express and record an event or idea.</p>
Fine Arts	
<p>Strand 1: Drama</p> <p><i>Drama provides creative opportunities for children to portray a variety of events, characters, or stories through taking on different roles, interacting with props, and engaging in dramatic interactions. children explore roles individually and collaboratively when acting out experiences and observing the dramatic expression of peers and teachers.</i></p>	
Utah's Core Standards for 3-Year-Olds	Curriculum Alignment
<p>FA 3 yr. 1.1 With prompting and support, express ideas, information, and feelings through dramatic play.</p>	<p>CA 4 Drama: <i>Participates in dramatic and symbolic play. Uses and creates props to represent other objects or ideas.</i></p> <p>CA 4a.2 Mimics observed behaviors and words.</p> <p>CA 4a.3 Uses words, actions and props to pretend.</p> <p>CA 4a.4 Plays a role in group dramatic play.</p> <p>CA 4b.2 Mimics the use of familiar objects.</p> <p>CA 4b.3 Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.</p> <p>CA 4b.4 Uses an object as a realistic replacement for a prop or real object.</p>
<p>FA 3 yr.1.2 With prompting and support, attending to an adult telling stories or nursery rhymes and act out different parts.</p>	<p>LLD 1 Listening (Receptive Language): <i>Understands and interprets language (both words and gestures). Follow directions.</i></p>

	<p>LLD 1a.3 Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions.</p> <p>LLD 1a.4 Listens then responds appropriately. Shows understanding of some complex vocabulary. Asks for clarification when doesn't understand.</p> <p>LLD 1b.3 Follows related two-step directions given verbally.</p> <p>LLD 1b.4 Follows unrelated two-step directions given verbally.</p> <p>CA 4 Drama: <i>Participates in dramatic and symbolic play. Uses and creates props to represent other objects or ideas.</i></p> <p>CA 4a.2 Mimics observed behaviors and words.</p> <p>CA 4a.3 Uses words, actions and props to pretend.</p> <p>CA 4a.4 Plays a role in group dramatic play.</p> <p>CA 4b.2 Mimics the use of familiar objects.</p> <p>CA 4b.3 Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.</p> <p>CA 4b.4 Uses an object as a realistic replacement for a prop or real object.</p>
FA 3 yr.1.3 Imitate real life or pretend roles in play.	<p>CA 4 Drama: <i>Participates in dramatic and symbolic play. Uses and creates props to represent other objects or ideas.</i></p> <p>CA 4a.2 Mimics observed behaviors and words.</p> <p>CA 4a.3 Uses words, actions and props to pretend.</p> <p>CA 4a.4 Plays a role in group dramatic play.</p> <p>CA 4b.2 Mimics the use of familiar objects.</p> <p>CA 4b.3 Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.</p> <p>CA 4b.4 Uses an object as a realistic replacement for a prop or real object. .</p>
FA 3 yr.1.4 With prompting and support, begin to work independently and cooperatively and dramatic play.	<p>SED 4 Social Relationships: <i>Develops relationships with adults and peers. Participates cooperatively in groups. Identifies and respects differences in others.</i></p> <p>SED 4a.3 Identifies and plays side by side with a new or familiar person.</p> <p>SED 4a.4 Joins a group and participates in group play.</p> <p>SED 4b.3 Helps or participates in an activity when asked.</p> <p>SED 4b.4 Plays cooperatively with others and begins to share. Asks adult to help solve social problems.</p> <p>SED 4c.3 Identifies emotions of others. Demonstrates concern for others.</p> <p>SED 4c.4 Explains how and why someone may be feeling a certain emotion.</p> <p>Participates in group play with those different than self.</p> <p>CA 4 Drama: <i>Participates in dramatic and symbolic play. Uses and creates props to represent other objects or ideas.</i></p> <p>CA 4a.2 Mimics observed behaviors and words.</p>

	<p>CA 4a.3 Uses words, actions and props to pretend.</p> <p>CA 4a.4 Plays a role in group dramatic play.</p> <p>CA 4b.2 Mimics the use of familiar objects.</p> <p>CA 4b.3 Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.</p> <p>CA 4b.4 Uses an object as a realistic replacement for a prop or real object.</p>
<p>FA 3 yr.1.5 With prompting and support, attend to and show appreciation for the dramatization of others (for example, clap, high fives, “good job”).</p>	<p>SED 4 Social Relationships: <i>Develops relationships with adults and peers. Participates cooperatively in groups. Identifies and respects differences in others.</i></p> <p>SED 4a.3 Identifies and plays side by side with a new or familiar person.</p> <p>SED 4a.4 Joins a group and participates in group play.</p> <p>SED 4b.3 Helps or participates in an activity when asked.</p> <p>SED 4b.4 Plays cooperatively with others and begins to share. Asks adult to help solve social problems.</p> <p>SED 4c.3 Identifies emotions of others. Demonstrates concern for others.</p> <p>SED 4c.4 Explains how and why someone may be feeling a certain emotion. Participates in group play with those different than self.</p> <p>CA 4 Drama: <i>Participates in dramatic and symbolic play. Uses and creates props to represent other objects or ideas.</i></p> <p>CA 4a.2 Mimics observed behaviors and words.</p> <p>CA 4a.3 Uses words, actions and props to pretend.</p> <p>CA 4a.4 Plays a role in group dramatic play.</p> <p>CA 4b.2 Mimics the use of familiar objects.</p> <p>CA 4b.3 Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.</p> <p>CA 4b.4 Uses an object as a realistic replacement for a prop or real object.</p>
<p>FA 3 yr.1.6 With prompting and support, participate in a scene or play with the beginning and end.</p>	<p>CA 4 Drama: <i>Participates in dramatic and symbolic play. Uses and creates props to represent other objects or ideas.</i></p> <p>CA 4a.2 Mimics observed behaviors and words.</p> <p>CA 4a.3 Uses words, actions and props to pretend.</p> <p>CA 4a.4 Plays a role in group dramatic play.</p> <p>CA 4a.5 Assigns roles and plays out unscripted scenes in dramatic play.</p> <p>CA 4b.2 Mimics the use of familiar objects.</p> <p>CA 4b.3 Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.</p> <p>CA 4b.4 Uses an object as a realistic replacement for a prop or real object.</p> <p>CA 4b.5 Uses a combination of real and imaginary props or characters to play out a scene.</p>

Utah's Core Standards for 4-Year-Olds	Curriculum Alignment
<p>FA 4 yr.1.1 Identify and express ideas, information, and feelings through dramatic art parentheses for example, telling stories and playing make-believe).</p>	<p>CA 4 Drama: <i>Participates in dramatic and symbolic play. Uses and creates props to represent other objects or ideas.</i> CA 4a.2 Mimics observed behaviors and words. CA 4a.3 Uses words, actions and props to pretend. CA 4a.4 Plays a role in group dramatic play. CA 4b.2 Mimics the use of familiar objects. CA 4b.3 Uses realistic toys as replacements for real objects. Distinguishes between real and pretend. CA 4b.4 Uses an object as a realistic replacement for a prop or real object.</p>
<p>FA 4 yr.1.2 Use dialogue, actions, and objects to tell a story</p>	<p>CA 4 Drama: <i>Participates in dramatic and symbolic play. Uses and creates props to represent other objects or ideas.</i> CA 4a.2 Mimics observed behaviors and words. CA 4a.3 Uses words, actions and props to pretend. CA 4a.4 Plays a role in group dramatic play. CA 4a.5 Assigns roles and plays out unscripted scenes in dramatic play. CA 4b.2 Mimics the use of familiar objects. CA 4b.3 Uses realistic toys as replacements for real objects. Distinguishes between real and pretend. CA 4b.4 Uses an object as a realistic replacement for a prop or real object. CA 4b.5 Uses a combination of real and imaginary props or characters to play out a scene.</p>
<p>FA 4 yr.1.3 Assume the roles of characters in dramatic play situations, or stories through drama, props, and language.</p>	<p>CA 4 Drama: <i>Participates in dramatic and symbolic play. Uses and creates props to represent other objects or ideas.</i> CA 4a.2 Mimics observed behaviors and words. CA 4a.3 Uses words, actions and props to pretend. CA 4a.4 Plays a role in group dramatic play. CA 4a.5 Assigns roles and plays out unscripted scenes in dramatic play. CA 4b.2 Mimics the use of familiar objects. CA 4b.3 Uses realistic toys as replacements for real objects. Distinguishes between real and pretend. CA 4b.4 Uses an object as a realistic replacement for a prop or real object. CA 4b.5 Uses a combination of real and imaginary props or characters to play out a scene.</p>
<p>FA 4 yr.1.4 With prompting and support, work independently and cooperatively in dramatic play.</p>	<p>SED 4 Social Relationships: <i>Develops relationships with adults and peers. Participates cooperatively in groups. Identifies and respects differences in others.</i></p>

	<p>SED 4a.3 Identifies and plays side by side with a new or familiar person.</p> <p>SED 4a.4 Joins a group and participates in group play.</p> <p>SED 4b.3 Helps or participates in an activity when asked.</p> <p>SED 4b.4 Plays cooperatively with others and begins to share. Asks adult to help solve social problems.</p> <p>SED 4c.3 Identifies emotions of others. Demonstrates concern for others.</p> <p>SED 4c.4 Explains how and why someone may be feeling a certain emotion.</p> <p>Participates in group play with those different than self.</p> <p>CA 4 Drama: <i>Participates in dramatic and symbolic play. Uses and creates props to represent other objects or ideas.</i></p> <p>CA 4a.2 Mimics observed behaviors and words.</p> <p>CA 4a.3 Uses words, actions and props to pretend.</p> <p>CA 4a.4 Plays a role in group dramatic play.</p> <p>CA 4a.5 Assigns roles and plays out unscripted scenes in dramatic play.</p> <p>CA 4b.2 Mimics the use of familiar objects.</p> <p>CA 4b.3 Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.</p> <p>CA 4b.4 Uses an object as a realistic replacement for a prop or real object.</p> <p>CA 4b.5 Uses a combination of real and imaginary props or characters to play out a scene.</p>
<p>FA 4 yr.1.5 With prompting and support, attend to and show appreciation for the dramatization of others.</p>	<p>SED 4 Social Relationships: <i>Develops relationships with adults and peers. Participates cooperatively in groups. Identifies and respects differences in others.</i></p> <p>SED 4a.3 Identifies and plays side by side with a new or familiar person.</p> <p>SED 4a.4 Joins a group and participates in group play.</p> <p>SED 4b.3 Helps or participates in an activity when asked.</p> <p>SED 4b.4 Plays cooperatively with others and begins to share. Asks adult to help solve social problems.</p> <p>SED 4c.3 Identifies emotions of others. Demonstrates concern for others.</p> <p>SED 4c.4 Explains how and why someone may be feeling a certain emotion.</p> <p>Participates in group play with those different than self.</p> <p>CA 4 Drama: <i>Participates in dramatic and symbolic play. Uses and creates props to represent other objects or ideas.</i></p> <p>CA 4a.2 Mimics observed behaviors and words.</p> <p>CA 4a.3 Uses words, actions and props to pretend.</p> <p>CA 4a.4 Plays a role in group dramatic play.</p> <p>CA 4a.5 Assigns roles and plays out unscripted scenes in dramatic play.</p> <p>CA 4b.2 Mimics the use of familiar objects.</p> <p>CA 4b.3 Uses realistic toys as replacements for real objects. Distinguishes</p>

	<p>between real and pretend.</p> <p>CA 4b.4 Uses an object as a realistic replacement for a prop or real object.</p> <p>CA 4b.5 Uses a combination of real and imaginary props or characters to play out a scene.</p>
<p>FA 4 yr.1.6 With prompting and support, act out a story with a beginning, middle, and an end.</p>	<p>CA 4 Drama: <i>Participates in dramatic and symbolic play. Uses and creates props to represent other objects or ideas.</i></p> <p>CA 4a.2 Mimics observed behaviors and words.</p> <p>CA 4a.3 Uses words, actions and props to pretend.</p> <p>CA 4a.4 Plays a role in group dramatic play.</p> <p>CA 4a.5 Assigns roles and plays out unscripted scenes in dramatic play.</p> <p>CA 4b.2 Mimics the use of familiar objects.</p> <p>CA 4b.3 Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.</p> <p>CA 4b.4 Uses an object as a realistic replacement for a prop or real object.</p> <p>CA 4b.5 Uses a combination of real and imaginary props or characters to play out a scene.</p>
<p>Strand 2: Dance</p> <p><i>Dance provides children the opportunity to use their bodies to move to music and express themselves through movement.</i></p>	
Utah's Core Standards for 3-Year-Olds	Curriculum Alignment
<p>FA 3 yr.2.1 Move in rhythm with the music.</p>	<p>CA 2 Dance & Movement: <i>Expresses through dance. Develops movement techniques.</i></p> <p>CA 2a.2 Uses purposeful gestures and body language to communicate.</p> <p>CA 2a.3 Moves in own way to music and rhythm.</p> <p>CA 2a.4 Demonstrates different levels of energy in dance, e.g., gentle versus explosive or small versus large movements.</p> <p>CA 2b.2 Moves body purposely. Sways or bounces to music.</p> <p>CA 2b.3 Follows the movements of others. Explores personal space and direction.</p> <p>CA 2b.4 Describes and demonstrates multiple ways to move body parts. Moves to the beat.</p>
<p>FA 3 yr.2.2 Move the body to express feelings and ideas.</p>	<p>CA 2 Dance & Movement: <i>Expresses through dance. Develops movement techniques.</i></p> <p>CA 2a.2 Uses purposeful gestures and body language to communicate.</p> <p>CA 2a.3 Moves in own way to music and rhythm.</p> <p>CA 2a.4 Demonstrates different levels of energy in dance, e.g., gentle versus explosive or small versus large movements.</p>

	<p>CA 2b.2 Moves body purposely. Sways or bounces to music.</p> <p>CA 2b.3 Follows the movements of others. Explores personal space and direction.</p> <p>CA 2b.4 Describes and demonstrates multiple ways to move body parts. Moves to the beat.</p>
<p>FA 3 yr.2.3 Demonstrate self-regulation through large motor balance, stability, and control in dance within a defined space.</p>	<p>SED 2 Self-Regulation: <i>Identifies emotions. Manages feelings and behavior. Follows routines and transitions.</i></p> <p>SED 2a.2 Show a range of emotions with facial expressions and gestures.</p> <p>SED 2a.3 Experiments and role-plays with a range of emotions.</p> <p>SED 2a.4 Recognizes and names a few personal feelings.</p> <p>SED 2b.3 Mimics breathing and calming strategies. Practices waiting for a turn.</p> <p>SED 2b.4 Controls impulses with reminders.</p> <p>PD 1 Gross Motor: <i>Builds strength, coordination and balance of large muscles.</i></p> <p>PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.</p> <p>PD 1.3 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body.</p> <p>PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects.</p> <p>PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.</p> <p>CA 2 Dance & Movement: <i>Expresses through dance. Develops movement techniques.</i></p> <p>CA 2a.2 Uses purposeful gestures and body language to communicate.</p> <p>CA 2a.3 Moves in own way to music and rhythm.</p> <p>CA 2a.4 Demonstrates different levels of energy in dance, e.g., gentle versus explosive or small versus large movements.</p> <p>CA 2b.2 Moves body purposely. Sways or bounces to music.</p> <p>CA 2b.3 Follows the movements of others. Explores personal space and direction.</p> <p>CA 2b.4 Describes and demonstrates multiple ways to move body parts. Moves to the beat.</p>
<p>FA 3 yr.2.4 Find different ways to control movements of the body, arms, and legs to develop coordination and mobility.</p>	<p>PD 1 Gross Motor: <i>Builds strength, coordination and balance of large muscles.</i></p> <p>PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.</p> <p>PD 1.3 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body.</p>

	<p>PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects.</p> <p>PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.</p> <p>CA 2 Dance & Movement: <i>Expresses through dance. Develops movement techniques.</i></p> <p>CA 2a.2 Uses purposeful gestures and body language to communicate.</p> <p>CA 2a.3 Moves in own way to music and rhythm.</p> <p>CA 2a.4 Demonstrates different levels of energy in dance, e.g., gentle versus explosive or small versus large movements.</p> <p>CA 2b.2 Moves body purposely. Sways or bounces to music.</p> <p>CA 2b.3 Follows the movements of others. Explores personal space and direction.</p> <p>CA 2b.4 Describes and demonstrates multiple ways to move body parts. Moves to the beat.</p>
<p>FA 3 yr.2.5 With prompting and support, begin to dance with others while respecting space boundaries and maintaining body control.</p>	<p>SED 4 Social Relationships: <i>Develops relationships with adults and peers. Participates cooperatively in groups. Identifies and respects differences in others.</i></p> <p>SED 4a.3 Identifies and plays side by side with a new or familiar person.</p> <p>SED 4a.4 Joins a group and participates in group play.</p> <p>SED 4a.5 Initiates play, conversations and interactions with one or more persons.</p> <p>SED 4b.3 Helps or participates in an activity when asked.</p> <p>SED 4b.4 Plays cooperatively with others and begins to share. Asks adult to help solve social problems.</p> <p>SED 4c.3 Identifies emotions of others. Demonstrates concern for others.</p> <p>SED 4c.4 Explains how and why someone may be feeling a certain emotion. Participates in group play with those different than self.</p> <p>SED 4c.5 Shows interest in learning about and interacting with peers who look, learn, believe or move differently.</p> <p>PD 1 Gross Motor: <i>Builds strength, coordination and balance of large muscles.</i></p> <p>PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.</p> <p>PD 1.3 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body.</p> <p>PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects.</p> <p>PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple</p>

	<p>movements in simple sequences.</p> <p>CA 2 Dance & Movement: <i>Expresses through dance. Develops movement techniques.</i></p> <p>CA 2a.2 Uses purposeful gestures and body language to communicate.</p> <p>CA 2a.3 Moves in own way to music and rhythm.</p> <p>CA 2a.4 Demonstrates different levels of energy in dance, e.g., gentle versus explosive or small versus large movements.</p> <p>CA 2b.2 Moves body purposely. Sways or bounces to music.</p> <p>CA 2b.3 Follows the movements of others. Explores personal space and direction.</p> <p>CA 2b.4 Describes and demonstrates multiple ways to move body parts. Moves to the beat.</p>
Utah's Core Standards for 4-Year-Olds	Curriculum Alignment
FA 4 yr.2.1 Move to different patterns of beat and rhythm in music	<p>CA 2 Dance & Movement: <i>Expresses through dance. Develops movement techniques.</i></p> <p>CA 2a.2 Uses purposeful gestures and body language to communicate.</p> <p>CA 2a.3 Moves in own way to music and rhythm.</p> <p>CA 2a.4 Demonstrates different levels of energy in dance, e.g., gentle versus explosive or small versus large movements.</p> <p>CA 2a.5 Demonstrates the difference between spontaneous and planned movement. Creates movements based on own ideas.</p> <p>CA 2b.2 Moves body purposely. Sways or bounces to music.</p> <p>CA 2b.3 Follows the movements of others. Explores personal space and direction.</p> <p>CA 2b.4 Describes and demonstrates multiple ways to move body parts. Moves to the beat.</p> <p>CA 2b.5 Follows a leader to perform a simple movement pattern.</p>
FA 4 yr.2.2 Use creative movement to demonstrate feelings, ideas, concepts, and tell stories.	<p>CA 2 Dance & Movement: <i>Expresses through dance. Develops movement techniques.</i></p> <p>CA 2a.2 Uses purposeful gestures and body language to communicate.</p> <p>CA 2a.3 Moves in own way to music and rhythm.</p> <p>CA 2a.4 Demonstrates different levels of energy in dance, e.g., gentle versus explosive or small versus large movements.</p> <p>CA 2a.5 Demonstrates the difference between spontaneous and planned movement. Creates movements based on own ideas.</p> <p>CA 2b.2 Moves body purposely. Sways or bounces to music.</p> <p>CA 2b.3 Follows the movements of others. Explores personal space and</p>

	<p>direction.</p> <p>CA 2b.4 Describes and demonstrates multiple ways to move body parts. Moves to the beat.</p> <p>CA 2b.5 Follows a leader to perform a simple movement pattern.</p>
<p>FA 4 yr.2.3 With prompting and support, start, stop, and respond to musical cues.</p>	<p>SED 2 Self-Regulation: <i>Identifies emotions. Manages feelings and behavior. Follows routines and transitions.</i></p> <p>SED 2a.2 Show a range of emotions with facial expressions and gestures.</p> <p>SED 2a.3 Experiments and role-plays with a range of emotions.</p> <p>SED 2a.4 Recognizes and names a few personal feelings.</p> <p>SED 2b.3 Mimics breathing and calming strategies. Practices waiting for a turn.</p> <p>SED 2b.4 Controls impulses with reminders.</p> <p>PD 1 Gross Motor: <i>Builds strength, coordination and balance of large muscles.</i></p> <p>PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.</p> <p>PD 1.3 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body.</p> <p>PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects.</p> <p>PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.</p> <p>CA 2 Dance & Movement: <i>Expresses through dance. Develops movement techniques.</i></p> <p>CA 2a.2 Uses purposeful gestures and body language to communicate.</p> <p>CA 2a.3 Moves in own way to music and rhythm.</p> <p>CA 2a.4 Demonstrates different levels of energy in dance, e.g., gentle versus explosive or small versus large movements.</p> <p>CA 2a.5 Demonstrates the difference between spontaneous and planned movement. Creates movements based on own ideas.</p> <p>CA 2b.2 Moves body purposely. Sways or bounces to music.</p> <p>CA 2b.3 Follows the movements of others. Explores personal space and direction.</p> <p>CA 2b.4 Describes and demonstrates multiple ways to move body parts. Moves to the beat.</p> <p>CA 2b.5 Follows a leader to perform a simple movement pattern.</p>
<p>FA 4 yr.2.4 With prompting and support, find different ways to move the body, arms, and legs, and begin to move body parts one at a time.</p>	<p>PD 1 Gross Motor: <i>Builds strength, coordination and balance of large muscles.</i></p> <p>PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.</p>

	<p>PD 1.3 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body.</p> <p>PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects.</p> <p>PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.</p> <p>CA 2 Dance & Movement: <i>Expresses through dance. Develops movement techniques.</i></p> <p>CA 2a.2 Uses purposeful gestures and body language to communicate.</p> <p>CA 2a.3 Moves in own way to music and rhythm.</p> <p>CA 2a.4 Demonstrates different levels of energy in dance, e.g., gentle versus explosive or small versus large movements.</p> <p>CA 2a.5 Demonstrates the difference between spontaneous and planned movement. Creates movements based on own ideas.</p> <p>CA 2b.2 Moves body purposely. Sways or bounces to music.</p> <p>CA 2b.3 Follows the movements of others. Explores personal space and direction.</p> <p>CA 2b.4 Describes and demonstrates multiple ways to move body parts. Moves to the beat.</p> <p>CA 2b.5 Follows a leader to perform a simple movement pattern.</p>
<p>FA 4 yr.2.5 With prompting and support, dance for and with others while respecting space and maintaining body control.</p>	<p>SED 4 Social Relationships: <i>Develops relationships with adults and peers. Participates cooperatively in groups. Identifies and respects differences in others.</i></p> <p>SED 4a.3 Identifies and plays side by side with a new or familiar person.</p> <p>SED 4a.4 Joins a group and participates in group play.</p> <p>SED 4a.5 Initiates play, conversations and interactions with one or more persons.</p> <p>SED 4b.3 Helps or participates in an activity when asked.</p> <p>SED 4b.4 Plays cooperatively with others and begins to share. Asks adult to help solve social problems.</p> <p>SED 4c.3 Identifies emotions of others. Demonstrates concern for others.</p> <p>SED 4c.4 Explains how and why someone may be feeling a certain emotion. Participates in group play with those different than self.</p> <p>SED 4c.5 Shows interest in learning about and interacting with peers who look, learn, believe or move differently.</p> <p>PD 1 Gross Motor: <i>Builds strength, coordination and balance of large muscles.</i></p> <p>PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.</p>

	<p>PD 1.3 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body.</p> <p>PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects.</p> <p>PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.</p> <p>CA 2 Dance & Movement: <i>Expresses through dance. Develops movement techniques.</i></p> <p>CA 2a.2 Uses purposeful gestures and body language to communicate.</p> <p>CA 2a.3 Moves in own way to music and rhythm.</p> <p>CA 2a.4 Demonstrates different levels of energy in dance, e.g., gentle versus explosive or small versus large movements.</p> <p>CA 2a.5 Demonstrates the difference between spontaneous and planned movement. Creates movements based on own ideas.</p> <p>CA 2b.2 Moves body purposely. Sways or bounces to music.</p> <p>CA 2b.3 Follows the movements of others. Explores personal space and direction.</p> <p>CA 2b.4 Describes and demonstrates multiple ways to move body parts. Moves to the beat.</p> <p>CA 2b.5 Follows a leader to perform a simple movement pattern.</p>
<p>Strand 3: Music</p> <p><i>Music offers students the opportunity to learn songs, create music, develop self-expression, and build cultural understanding with self and others.</i></p>	
Utah's Core Standards for 3-Year-Olds	Curriculum Alignment
FA 3 yr.3.1 With prompting and support, participate in listening to and singing simple songs and fingerplays.	<p>CA 1 Music: <i>Expresses through music. Develops rhythm and tone.</i></p> <p>CA 1a.2 Repeats words in familiar songs and attempts to sing.</p> <p>CA 1a.3 Expresses likes and dislikes of familiar songs. Explores shaking, pounding and tapping various instruments.</p> <p>CA 1a.4 Uses voice, common objects or instruments to create music. Identifies self as a musician.</p> <p>CA 1b.2 Responds to changes in sound, rhythm, volume or melody.</p> <p>CA 1b.3 Claps to beat (not always consistently). Understands difference between singing and speaking voices.</p> <p>CA 1b.4 Claps along to simple rhythm patterns. Controls voice to mimic the melodic direction.</p>
FA 3 yr.3.2 Explore and experiment with musical instruments.	<p>CA 1 Music: <i>Expresses through music. Develops rhythm and tone.</i></p> <p>CA 1a.3 Expresses likes and dislikes of familiar songs. Explores shaking, pounding and tapping various instruments.</p>

	<p>CA 1a.4 Uses voice, common objects or instruments to create music. Identifies self as a musician.</p> <p>CA 1b.3 Claps to beat (not always consistently). Understands difference between singing and speaking voices.</p> <p>CA 1b.4 Claps along to simple rhythm patterns. Controls voice to mimic the melodic direction.</p>
<p>FA 3 yr.3.3 Show awareness and appreciation of different kinds of music.</p>	<p>SS 1 Culture & Community: <i>Identifies community and family roles. Explores cultures and traditions. Respects diversity.</i></p> <p>SS 1b.2 With help, participates in family traditions and customs.</p> <p>SS 1b.3 Recognizes familiar symbols or artifacts of family traditions or customs.</p> <p>SS 1b.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community.</p> <p>SS 1c.4 Interacts respectfully with people who look, learn, believe or move differently than self.</p> <p>CA 1 Music: <i>Expresses through music. Develops rhythm and tone.</i></p> <p>CA 1a.3 Expresses likes and dislikes of familiar songs. Explores shaking, pounding and tapping various instruments.</p> <p>CA 1a.4 Uses voice, common objects or instruments to create music. Identifies self as a musician.</p> <p>CA 1b.3 Claps to beat (not always consistently). Understands difference between singing and speaking voices.</p> <p>CA 1b.4 Claps along to simple rhythm patterns. Controls voice to mimic the melodic direction.</p>
<p>FA 3 yr.3.4 With prompting and support, express thoughts, feelings, and energy through music.</p>	<p>CA 1 Music: <i>Expresses through music. Develops rhythm and tone.</i></p> <p>CA 1a.3 Expresses likes and dislikes of familiar songs. Explores shaking, pounding and tapping various instruments.</p> <p>CA 1a.4 Uses voice, common objects or instruments to create music. Identifies self as a musician.</p> <p>CA 1b.3 Claps to beat (not always consistently). Understands difference between singing and speaking voices.</p> <p>CA 1b.4 Claps along to simple rhythm patterns. Controls voice to mimic the melodic direction.</p>
<p>FA 3 yr.3.5 With prompting and support, begin to explore folk songs and singing games from various cultures.</p>	<p>SS 1 Culture & Community: <i>Identifies community and family roles. Explores cultures and traditions. Respects diversity.</i></p> <p>SS 1b.2 With help, participates in family traditions and customs.</p> <p>SS 1b.3 Recognizes familiar symbols or artifacts of family traditions or customs.</p>

	<p>SS 1b.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community.</p> <p>SS 1c.4 Interacts respectfully with people who look, learn, believe or move differently than self.</p> <p>CA 1 Music: <i>Expresses through music. Develops rhythm and tone.</i></p> <p>CA 1a.3 Expresses likes and dislikes of familiar songs. Explores shaking, pounding and tapping various instruments.</p> <p>CA 1a.4 Uses voice, common objects or instruments to create music. Identifies self as a musician.</p> <p>CA 1b.3 Claps to beat (not always consistently). Understands difference between singing and speaking voices.</p> <p>CA 1b.4 Claps along to simple rhythm patterns. Controls voice to mimic the melodic direction.</p>
FA 3 yr.3.6 With prompting and support, begin to identify favorite songs	<p>SED 1 Self-Awareness: <i>Knows self and increases confidence. Expresses curiosity, preference and initiative.</i></p> <p>SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people.</p> <p>SED 1b.3 Expresses likes and dislikes.</p> <p>SED 1b.4 When given two to three options, chooses his/her most desired option.</p> <p>CA 1 Music: <i>Expresses through music. Develops rhythm and tone.</i></p> <p>CA 1a.3 Expresses likes and dislikes of familiar songs. Explores shaking, pounding and tapping various instruments.</p> <p>CA 1a.4 Uses voice, common objects or instruments to create music. Identifies self as a musician.</p> <p>CA 1b.3 Claps to beat (not always consistently). Understands difference between singing and speaking voices.</p> <p>CA 1b.4 Claps along to simple rhythm patterns. Controls voice to mimic the melodic direction.</p>
Utah's Core Standards for 4-Year-Olds	Curriculum Alignment
FA 4 yr.3.1 Participate in musical activities by listening to, singing, and creating music.	<p>CA 1 Music: <i>Expresses through music. Develops rhythm and tone.</i></p> <p>CA 1a.2 Repeats words in familiar songs and attempts to sing.</p> <p>CA 1a.3 Expresses likes and dislikes of familiar songs. Explores shaking, pounding and tapping various instruments.</p> <p>CA 1a.4 Uses voice, common objects or instruments to create music. Identifies self as a musician.</p> <p>CA 1b.2 Responds to changes in sound, rhythm, volume or melody.</p>

	<p>CA 1b.3 Claps to beat (not always consistently). Understands difference between singing and speaking voices.</p> <p>CA 1b.4 Claps along to simple rhythm patterns. Controls voice to mimic the melodic direction.</p>
<p>FA 4 yr.3.2 Show increasing recognition of the various components of music in terms of dynamics (loud/soft), pitch (high/low), and duration (long/short, fast/slow).</p>	<p>CA 1 Music: <i>Expresses through music. Develops rhythm and tone.</i></p> <p>CA 1a.2 Repeats words in familiar songs and attempts to sing.</p> <p>CA 1a.3 Expresses likes and dislikes of familiar songs. Explores shaking, pounding and tapping various instruments.</p> <p>CA 1a.4 Uses voice, common objects or instruments to create music. Identifies self as a musician.</p> <p>CA 1a.5 Uses voice or instruments to express feelings or to mimic sound effects.</p> <p>CA 1b.2 Responds to changes in sound, rhythm, volume or melody.</p> <p>CA 1b.3 Claps to beat (not always consistently). Understands difference between singing and speaking voices.</p> <p>CA 1b.4 Claps along to simple rhythm patterns. Controls voice to mimic the melodic direction.</p> <p>CA 1b.5 Repeats simple rhythm patterns. Hears the change of musical phrases in a song. Sings along to familiar songs.</p>
<p>FA 4 yr.3.3 Demonstrate elements of music by bouncing or clapping out the rhythm and discussing how it makes them feel.</p>	<p>SED 1 Self-Awareness</p> <p><i>Knows self and increases confidence. Expresses curiosity, preference and initiative.</i></p> <p>SED 1b.3 Expresses likes and dislikes.</p> <p>SED 1b.4 When given two to three options, chooses his/her most desired option.</p> <p>SED 1b.5 Takes initiative to pursue interests. Describes and compares preferences of self and others.</p> <p>CA 1 Music: <i>Expresses through music. Develops rhythm and tone.</i></p> <p>CA 1a.2 Repeats words in familiar songs and attempts to sing.</p> <p>CA 1a.3 Expresses likes and dislikes of familiar songs. Explores shaking, pounding and tapping various instruments.</p> <p>CA 1a.4 Uses voice, common objects or instruments to create music. Identifies self as a musician.</p> <p>CA 1a.5 Uses voice or instruments to express feelings or to mimic sound effects.</p> <p>CA 1b.2 Responds to changes in sound, rhythm, volume or melody.</p> <p>CA 1b.3 Claps to beat (not always consistently). Understands difference between singing and speaking voices.</p> <p>CA 1b.4 Claps along to simple rhythm patterns. Controls voice to mimic the</p>

	<p>melodic direction. CA 1b.5 Repeats simple rhythm patterns. Hears the change of musical phrases in a song. Sings along to familiar songs.</p> <p>CA 2 Dance & Movement: <i>Expresses through dance. Develops movement techniques.</i> CA 2a.2 Uses purposeful gestures and body language to communicate. CA 2a.3 Moves in own way to music and rhythm. CA 2a.4 Demonstrates different levels of energy in dance, e.g., gentle versus explosive or small versus large movements. CA 2a.5 Demonstrates the difference between spontaneous and planned movement. Creates movements based on own ideas. CA 2b.2 Moves body purposely. Sways or bounces to music. CA 2b.3 Follows the movements of others. Explores personal space and direction. CA 2b.4 Describes and demonstrates multiple ways to move body parts. Moves to the beat. CA 2b.5 Follows a leader to perform a simple movement pattern.</p>
<p>FA 4 yr.3.4 Express thoughts, feelings, and energy through music.</p>	<p>SED 1 Self-Awareness <i>Knows self and increases confidence. Expresses curiosity, preference and initiative.</i> SED 1b.3 Expresses likes and dislikes. SED 1b.4 When given two to three options, chooses his/her most desired option. SED 1b.5 Takes initiative to pursue interests. Describes and compares preferences of self and others.</p> <p>CA 1 Music: <i>Expresses through music. Develops rhythm and tone.</i> CA 1a.2 Repeats words in familiar songs and attempts to sing. CA 1a.3 Expresses likes and dislikes of familiar songs. Explores shaking, pounding and tapping various instruments. CA 1a.4 Uses voice, common objects or instruments to create music. Identifies self as a musician. CA 1a.5 Uses voice or instruments to express feelings or to mimic sound effects. CA 1b.2 Responds to changes in sound, rhythm, volume or melody. CA 1b.3 Claps to beat (not always consistently). Understands difference between singing and speaking voices. CA 1b.4 Claps along to simple rhythm patterns. Controls voice to mimic the melodic direction. CA 1b.5 Repeats simple rhythm patterns. Hears the change of musical</p>

	phrases in a song. Sings along to familiar songs.
FA 4 yr.3.5 With prompting and support, begin to sing songs from various cultures.	<p>SS 1 Culture & Community: <i>Identifies community and family roles. Explores cultures and traditions. Respects diversity.</i></p> <p>SS 1b.2 With help, participates in family traditions and customs.</p> <p>SS 1b.3 Recognizes familiar symbols or artifacts of family traditions or customs.</p> <p>SS 1b.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community.</p> <p>SS 1b.5 Explains the meaning and importance of their own traditions and customs. Begins to learn about other cultures.</p> <p>SS 1c.4 Interacts respectfully with people who look, learn, believe or move differently than self.</p> <p>SS 1c.5 Asks questions about how others live, eat, play and believe.</p> <p>CA 1 Music: <i>Expresses through music. Develops rhythm and tone.</i></p> <p>CA 1a.2 Repeats words in familiar songs and attempts to sing.</p> <p>CA 1a.3 Expresses likes and dislikes of familiar songs. Explores shaking, pounding and tapping various instruments.</p> <p>CA 1a.4 Uses voice, common objects or instruments to create music. Identifies self as a musician.</p> <p>CA 1a.5 Uses voice or instruments to express feelings or to mimic sound effects.</p> <p>CA 1b.2 Responds to changes in sound, rhythm, volume or melody.</p> <p>CA 1b.3 Claps to beat (not always consistently). Understands difference between singing and speaking voices.</p> <p>CA 1b.4 Claps along to simple rhythm patterns. Controls voice to mimic the melodic direction.</p> <p>CA 1b.5 Repeats simple rhythm patterns. Hears the change of musical phrases in a song. Sings along to familiar songs.</p>
FA 4 yr.3.6 With prompting and support, share a favorite song.	<p>SED 1 Self-Awareness: <i>Knows self and increases confidence. Expresses curiosity, preference and initiative.</i></p> <p>SED 1b.3 Expresses likes and dislikes.</p> <p>SED 1b.4 When given two to three options, chooses his/her most desired option.</p> <p>SED 1b.5 Takes initiative to pursue interests. Describes and compares preferences of self and others.</p> <p>CA 1 Music: <i>Expresses through music. Develops rhythm and tone.</i></p> <p>CA 1a.2 Repeats words in familiar songs and attempts to sing.</p> <p>CA 1a.3 Expresses likes and dislikes of familiar songs. Explores shaking,</p>

	<p>pounding and tapping various instruments.</p> <p>CA 1a.4 Uses voice, common objects or instruments to create music. Identifies self as a musician.</p> <p>CA 1a.5 Uses voice or instruments to express feelings or to mimic sound effects.</p> <p>CA 1b.2 Responds to changes in sound, rhythm, volume or melody.</p> <p>CA 1b.3 Claps to beat (not always consistently). Understands difference between singing and speaking voices.</p> <p>CA 1b.4 Claps along to simple rhythm patterns. Controls voice to mimic the melodic direction.</p> <p>CA 1b.5 Repeats simple rhythm patterns. Hears the change of musical phrases in a song. Sings along to familiar songs.</p>
Strand 4: Visual Arts <i>Visual arts provide sensory, expressive, and social opportunities through the use of various media and materials to create drawings, pictures or 3D art.</i>	
Utah's Core Standards for 3-Year-Olds	Curriculum Alignment
FA 3 yr.4.1 Show interest and create works of art using a variety of tools (crayons, markers, scissors, etc.) and materials (clay, leaves, cardboard, etc.).	<p>PD 2 Fine Motor:<i>Builds strength and coordination of small movements.</i></p> <p>PD 2.3 Opens, closes, twists and pulls objects with one or both hands.</p> <p>PD 2.4 Manipulates objects with hands doing different things. Snips with scissors. Begins to string large beads.</p> <p>SCI 2 Natural & Earth Science: <i>Understanding living and nonliving things. Demonstrates knowledge of Earth's environment.</i></p> <p>SCI 2a.2 Plays with rocks, sand, dirt or water. Reacts to animals or insects in the immediate environment.</p> <p>CA 3 Visual Arts: <i>Expresses through 2D and 3D visual art and develops visual art techniques.</i></p> <p>CA 3a.2 Scribbles, colors or paints intentionally on paper.</p> <p>CA 3a.3 Explores a variety of artistic tools and media.</p> <p>CA 3a.4 Makes choices throughout the artistic process.</p> <p>CA 3b.2 Uses hands and feet to explore a variety of media.</p> <p>CA 3b.3 Uses materials to create shapes and symbols.</p> <p>CA 3b.4 Chooses an object or art tool to use with a given medium for a desired effect.</p> <p>CA 3b.5 Uses artistic tools and media to create intentional designs or images.</p>
FA 3 yr.4.2 Recognize basic colors (for example, red, yellow, blue, orange, purple and green).	<p>SCI 3 Physical Science: <i>Explores forces, motion and physical properties of materials.</i></p> <p>SCI 3.3 Explores motion by moving, rolling, blowing on or dropping a toy.</p>

	<p>Begins to name colors.</p> <p>SCI 3.4 Explains how common vehicles, animals and people move. Sorts objects by type of movement. Describes basic physical properties of objects including textures and colors.</p>
<p>FA 3 yr.4.3 With prompting and support, explore and identify physical characteristics of the environment including colors, textures, and light.</p>	<p>SCI 3 Physical Science: <i>Explores forces, motion and physical properties of materials.</i></p> <p>SCI 3.3 Explores motion by moving, rolling, blowing on or dropping a toy. Begins to name colors.</p> <p>SCI 3.4 Explains how common vehicles, animals and people move. Sorts objects by type of movement. Describes basic physical properties of objects including textures and colors.</p>
<p>FA 3 yr.4.4 With prompting and support, talk with peers and/or adults about the art they created.</p>	<p>LLD 2 Communication (Expressive Language): <i>Uses verbal and nonverbal communication to express ideas . Uses conversational skills. Uses and expands vocabulary. Hears small units of sound.</i></p> <p>LLD 2a.3 Communicates needs, desires and ideas. Asks and responds to questions.</p> <p>LLD 2a.4 Asks simple questions and stays on topic for two to three exchanges.</p> <p>LLD 2b.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille or verbalized words.</p> <p>LLD 2b.4 Speaks in sentences (with words, sign language) but does not always follow grammatical rules.</p> <p>CA 3 Visual Arts: <i>Expresses through 2D and 3D visual art and develops visual art techniques.</i></p> <p>CA 3b.4 Chooses an object or art tool to use with a given medium for a desired effect.</p> <p>CA 3b.6 Demonstrates a variety of techniques using a given tool or medium. Creates arts to represent an idea or object. Explains how it was made.</p>
<p>FA 3 yr.4.5 With prompting and support, select art objects to display, including paintings, photos of block design, sculptures, etc.</p>	<p>CA 3 Visual Arts: <i>Expresses through 2D and 3D visual art and develops visual art techniques.</i></p> <p>CA 3a.2 Scribbles, colors or paints intentionally on paper.</p> <p>CA 3a.3 Explores a variety of artistic tools and media.</p> <p>CA 3a.4 Makes choices throughout the artistic process.</p> <p>CA 3b.2 Uses hands and feet to explore a variety of media.</p> <p>CA 3b.3 Uses materials to create shapes and symbols.</p> <p>CA 3b.4 Chooses an object or art tool to use with a given medium for a desired effect.</p>
<p>Utah's Core Standards for 4-Year-Olds</p>	<p>Curriculum Alignment</p>

<p>FA 4 yr.4.1 Create works of art that reflect experiences using a variety of tools (crayons, markers, scissors, etc.) and materials (clay, leaves, cardboard, etc.).</p>	<p>PD 2 Fine Motor:<i>Builds strength and coordination of small movements.</i> PD 2.3 Opens, closes, twists and pulls objects with one or both hands. PD 2.4 Manipulates objects with hands doing different things. Snips with scissors. Begins to string large beads. PD 2.5 Follows a straight line when cutting and drawing. Buttons, zips, buckles and laces.</p> <p>SCI 2 Natural & Earth Science: <i>Understanding living and nonliving things. Demonstrates knowledge of Earth's environment.</i> SCI 2a.2 Plays with rocks, sand, dirt or water. Reacts to animals or insects in the immediate environment.</p> <p>CA 3 Visual Arts: <i>Expresses through 2D and 3D visual art and develops visual art techniques.</i> CA 3a.2 Scribbles, colors or paints intentionally on paper. CA 3a.3 Explores a variety of artistic tools and media. CA 3a.4 Makes choices throughout the artistic process. CA 3b.2 Uses hands and feet to explore a variety of media. CA 3b.3 Uses materials to create shapes and symbols. CA 3b.4 Chooses an object or art tool to use with a given medium for a desired effect. CA 3b.5 Uses artistic tools and media to create intentional designs or images.</p>
<p>FA 4 yr.4.2 Recognize and name colors (for example, red, yellow, blue, purple, orange, green, black, white, brown, pink, and gray).</p>	<p>SCI 3 Physical Science: <i>Explores forces, motion and physical properties of materials.</i> SCI 3.3 Explores motion by moving, rolling, blowing on or dropping a toy. Begins to name colors. SCI 3.4 Explains how common vehicles, animals and people move. Sorts objects by type of movement. Describes basic physical properties of objects including textures and colors. SCI 3.5 Experiments with and explains invisible forces, e.g., ramps, magnets. Manipulates matter and observes any physical changes that may occur.</p>
<p>FA 4 yr.4.3 Explore, identify, and describe the physical characteristics of the environment including colors, textures, and light.</p>	<p>SCI 3 Physical Science: <i>Explores forces, motion and physical properties of materials.</i> SCI 3.3 Explores motion by moving, rolling, blowing on or dropping a toy. Begins to name colors. SCI 3.4 Explains how common vehicles, animals and people move. Sorts objects by type of movement. Describes basic physical properties of objects including textures and colors.</p>

	<p>SCI 3.5 Experiments with and explains invisible forces, e.g., ramps, magnets. Manipulates matter and observes any physical changes that may occur.</p>
<p>FA 4 yr.4.4 Talk with peers and/or adults about their art and their creative process.</p>	<p>LLD 2 Communication (Expressive Language): <i>Uses verbal and nonverbal communication to express ideas . Uses conversational skills. Uses and expands vocabulary. Hears small units of sound.</i></p> <p>LLD 2a.3 Communicates needs, desires and ideas. Asks and responds to questions.</p> <p>LLD 2a.4 Asks simple questions and stays on topic for two to three exchanges.</p> <p>LLD 2a.5 Tells stories and engages in conversations through multiple exchanges.</p> <p>LLD 2b.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille or verbalized words.</p> <p>LLD 2b.4 Speaks in sentences (with words, sign language) but does not always follow grammatical rules.</p> <p>LLD 2b.5 Speaks in simple complete sentences using sign language, braille, a second language or technology. Uses question words in speech.</p> <p>CA 3 Visual Arts: <i>Expresses through 2D and 3D visual art and develops visual art techniques.</i></p> <p>CA 3b.4 Chooses an object or art tool to use with a given medium for a desired effect.</p> <p>CA 3b.6 Demonstrates a variety of techniques using a given tool or medium. Creates arts to represent an idea or object. Explains how it was made.</p>
<p>FA 4 yr.4.5 With prompting and support, show appreciation by selecting art objects to display, including paintings, photos of block design, sculptures, etc., and begin to explain the reasons for selecting the preferred artwork.</p>	<p>SED 1 Self-Awareness: <i>Knows self and increases confidence. Expresses curiosity, preference and initiative.</i></p> <p>SED 1b.3 Expresses likes and dislikes.</p> <p>SED 1b.4 When given two to three options, chooses his/her most desired option.</p> <p>SED 1b.5 Takes initiative to pursue interests. Describes and compares preferences of self and others.</p> <p>CA 3 Visual Arts: <i>Expresses through 2D and 3D visual art and develops visual art techniques.</i></p> <p>CA 3a.2 Scribbles, colors or paints intentionally on paper.</p> <p>CA 3a.3 Explores a variety of artistic tools and media.</p> <p>CA 3a.4 Makes choices throughout the artistic process.</p> <p>CA 3b.2 Uses hands and feet to explore a variety of media.</p> <p>CA 3b.3 Uses materials to create shapes and symbols.</p>

	CA 3b.4 Chooses an object or art tool to use with a given medium for a desired effect.
Health Education	
Strand 1: Human Development <i>Students will learn independence in basic hygiene skills and understand different types of touch.</i>	
Utah's Core Standards for 3-Year-Olds	Curriculum Alignment
HE 3 yr.1.1 Participate in and develop personal hygiene and care.	<p>PD 4 Personal Care: <i>Implements self-help routines for hygiene and dressing.</i> PD 4.2 Recognizes the difference between dirty and clean. Begins to participate in self-care activities. Points to body parts when prompted. PD 4.3 With help, participates in healthcare routines. Identifies body parts. Describes basic personal needs. PD 4.4 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.</p>
HE 3 yr.1.2 Develop an awareness between appropriate and inappropriate touch.	<p>PD 3 Safety: <i>Demonstrates safe practices.</i> PD 3.2 Responds to possible dangers in environment and avoids them when prompted. PD 3.3 Follows simple safety rules and avoids danger. PD 3.4 Follows safety rules and help others follow rules. Identifies dangerous situations and seeks help. PD 3.5 Describes reasons for safety rules and reminds others to follow them.</p> <p>PD 4 Personal Care: <i>Implements self-help routines for hygiene and dressing.</i> PD 4.2 Recognizes the difference between dirty and clean. Begins to participate in self-care activities. Points to body parts when prompted. PD 4.3 With help, participates in healthcare routines. Identifies body parts. Describes basic personal needs. PD 4.4 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.</p>
Utah's Core Standards for 4-Year-Olds	Curriculum Alignment
HE 4 yr.1.1 Show independence in personal hygiene and care.	<p>PD 4 Personal Care: <i>Implements self-help routines for hygiene and dressing.</i> PD 4.2 Recognizes the difference between dirty and clean. Begins to participate in self-care activities. Points to body parts when prompted. PD 4.3 With help, participates in healthcare routines. Identifies body parts. Describes basic personal needs.</p>

	<p>PD 4.4 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.</p> <p>PD 4.5 Explains how germs spread and describes simple strategies for preventing the spread. Distinguishes between basic needs and wants for living creatures.</p>
<p>HE 4 yr.1.2 With prompting and support, distinguish between appropriate and inappropriate touch.</p>	<p>PD 3 Safety: <i>Demonstrates safe practices.</i> PD 3.2 Responds to possible dangers in environment and avoids them when prompted. PD 3.3 Follows simple safety rules and avoids danger. PD 3.4 Follows safety rules and help others follow rules. Identifies dangerous situations and seeks help. PD 3.5 Describes reasons for safety rules and reminds others to follow them.</p> <p>PD 4 Personal Care: <i>Implements self-help routines for hygiene and dressing.</i> PD 4.2 Recognizes the difference between dirty and clean. Begins to participate in self-care activities. Points to body parts when prompted. PD 4.3 With help, participates in healthcare routines. Identifies body parts. Describes basic personal needs. PD 4.4 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.</p>
<p>Strand 2: Health Foundations and Protective Factors of a Healthy Self <i>Students will learn the characteristics of safe and healthy relationships.</i></p>	
Utah's Core Standards for 3-Year-Olds	Curriculum Alignment
<p>HE 3 yr.2.1 With prompting and support, recognize trusted adults (for example, parent, guardian, relative, teacher, counselor, clergy) and describe how to recognize the characteristics that make them trusted and safe</p>	<p>SED 4 Social Relationships: <i>Develops relationships with adults and peers. Participates cooperatively in groups. Identifies and respects differences in others.</i> SED 4a.2 Greets and stays near familiar people. SED 4a.3 Identifies and plays side by side with a new or familiar person. SED 4a.4 Joins a group and participates in group play. SED 4b.4 Plays cooperatively with others and begins to share. Asks adult to help solve social problems. SED 4c.3 Identifies emotions of others. Demonstrates concern for others. SED 4c.4 Explains how and why someone may be feeling a certain emotion. Participates in group play with those different than self.</p> <p>PD 3 Safety: <i>Demonstrates safe practices.</i></p>

	<p>PD 3.2 Responds to possible dangers in environment and avoids them when prompted.</p> <p>PD 3.3 Follows simple safety rules and avoids danger.</p> <p>PD 3.4 Follows safety rules and help others follow rules. Identifies dangerous situations and seeks help.</p> <p>PD 3.5 Describes reasons for safety rules and reminds others to follow them.</p>
<p>HE 3 yr.2.2 Identify and practice how to make friends and be a good friend by calling peers by name and engaging in parallel and associative play.</p>	<p>SED 4 Social Relationships: <i>Develops relationships with adults and peers. Participates cooperatively in groups. Identifies and respects differences in others.</i></p> <p>SED 4a.2 Greets and stays near familiar people.</p> <p>SED 4a.3 Identifies and plays side by side with a new or familiar person.</p> <p>SED 4a.4 Joins a group and participates in group play.</p> <p>SED 4b.3 Helps or participates in an activity when asked.</p> <p>SED 4b.4 Plays cooperatively with others and begins to share. Asks adult to help solve social problems.</p> <p>SED 4c.3 Identifies emotions of others. Demonstrates concern for others.</p> <p>SED 4c.4 Explains how and why someone may be feeling a certain emotion.</p> <p>Participates in group play with those different than self.</p> <p>LLD 2 Communication (Expressive Language) <i>Uses verbal and nonverbal communication to express ideas . Uses conversational skills. Uses and expands vocabulary. Hears small units of sound.</i></p> <p>LLD 2a.3 Communicates needs, desires and ideas. Asks and responds to questions.</p> <p>LLD 2a.4 Asks simple questions and stays on topic for two to three exchanges.</p> <p>LLD 2b.2 Says one- to two-word sentences.</p> <p>LLD 2b.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille or verbalized words.</p> <p>LLD 2b.4 Speaks in sentences (with words, sign language) but does not always follow grammatical rules.</p> <p>LLD 2c.2 Repeats words heard frequently in environment.</p> <p>LLD 2c.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.</p> <p>LLD 2c.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p>
<p>HE 3 yr.2.3 With prompting and support, begin to join in, maintain interactions, and interact cooperatively with others by sharing, turn-taking, resolving conflicts, and recognizing others' needs.</p>	<p>SED 2 Self-Regulation: <i>Identifies emotions. Manages feelings and behavior. Follows routines and transitions.</i></p> <p>SED 2a.3 Experiments and role-plays with a range of emotions.</p>

	<p>SED 2a.4 Recognizes and names a few personal feelings. SED 2a.5 Identifies and describes personal feelings. SED 2b.3 Mimics breathing and calming strategies. Practices waiting for a turn. SED 2b.4 Controls impulses with reminders. SED 2c.3 Recognizes a familiar activity or routine. Redirects to a new activity with help. SED 2c.4 Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change.</p> <p>SED 4 Social Relationships: <i>Develops relationships with adults and peers. Participates cooperatively in groups. Identifies and respects differences in others.</i> SED 4a.2 Greets and stays near familiar people. SED 4a.3 Identifies and plays side by side with a new or familiar person. SED 4a.4 Joins a group and participates in group play. SED 4b.3 Helps or participates in an activity when asked. SED 4b.4 Plays cooperatively with others and begins to share. Asks adult to help solve social problems. SED 4c.3 Identifies emotions of others. Demonstrates concern for others. SED 4c.4 Explains how and why someone may be feeling a certain emotion. Participates in group play with those different than self.</p> <p>PD 4 Personal Care: <i>Implements self-help routines for hygiene and dressing.</i> PD 4.2 Recognizes the difference between dirty and clean. Begins to participate in self-care activities. Points to body parts when prompted. PD 4.3 With help, participates in healthcare routines. Identifies body parts. Describes basic personal needs. PD 4.4 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. PD 4.5 Explains how germs spread and describes simple strategies for preventing the spread. Distinguishes between basic needs and wants for living creatures.</p>
<p>HE 3 yr.2.4 With prompting and support, attend to and show appreciation for the actions or choices of others (for example, compliment others).</p>	<p>SED 4 Social Relationships: <i>Develops relationships with adults and peers. Participates cooperatively in groups. Identifies and respects differences in others.</i> SED 4a.2 Greets and stays near familiar people. SED 4a.3 Identifies and plays side by side with a new or familiar person. SED 4a.4 Joins a group and participates in group play. SED 4b.3 Helps or participates in an activity when asked.</p>

	<p>SED 4b.4 Plays cooperatively with others and begins to share. Asks adult to help solve social problems.</p> <p>SED 4c.3 Identifies emotions of others. Demonstrates concern for others.</p> <p>SED 4c.4 Explains how and why someone may be feeling a certain emotion.</p> <p>Participates in group play with those different than self.</p>
Utah's Core Standards for 4-Year-Olds	Curriculum Alignment
<p>HE 4 yr.2.1 With prompting and support, identify trusted adults (for example, parent, guardian, relative, teacher, counselor, clergy) and describe how to recognize the characteristics that make them trusted and safe.</p>	<p>SED 4 Social Relationships: <i>Develops relationships with adults and peers. Participates cooperatively in groups. Identifies and respects differences in others.</i></p> <p>SED 4a.2 Greets and stays near familiar people.</p> <p>SED 4a.3 Identifies and plays side by side with a new or familiar person.</p> <p>SED 4a.4 Joins a group and participates in group play.</p> <p>SED 4b.4 Plays cooperatively with others and begins to share. Asks adult to help solve social problems.</p> <p>SED 4c.3 Identifies emotions of others. Demonstrates concern for others.</p> <p>SED 4c.4 Explains how and why someone may be feeling a certain emotion.</p> <p>Participates in group play with those different than self.</p> <p>PD 3 Safety: <i>Demonstrates safe practices.</i></p> <p>PD 3.2 Responds to possible dangers in environment and avoids them when prompted.</p> <p>PD 3.3 Follows simple safety rules and avoids danger.</p> <p>PD 3.4 Follows safety rules and help others follow rules. Identifies dangerous situations and seeks help.</p> <p>PD 3.5 Describes reasons for safety rules and reminds others to follow them.</p>
<p>HE 4 yr.2.2 Identify and practice how to make friends and be a good friend by developing and using friendship skills with peers and participating in cooperative play.</p>	<p>SED 4 Social Relationships: <i>Develops relationships with adults and peers. Participates cooperatively in groups. Identifies and respects differences in others.</i></p> <p>SED 4a.2 Greets and stays near familiar people.</p> <p>SED 4a.3 Identifies and plays side by side with a new or familiar person.</p> <p>SED 4a.4 Joins a group and participates in group play.</p> <p>SED 4a.5 Initiates play, conversations and interactions with one or more persons.</p> <p>SED 4b.3 Helps or participates in an activity when asked.</p> <p>SED 4b.4 Plays cooperatively with others and begins to share. Asks adult to help solve social problems.</p> <p>SED 4b.5 Identifies roles of self and others during tasks or pretend play.</p> <p>Offers to help others.</p> <p>SED 4c.3 Identifies emotions of others. Demonstrates concern for others.</p>

	<p>SED 4c.4 Explains how and why someone may be feeling a certain emotion. Participates in group play with those different than self.</p> <p>SED 4c.5 Shows interest in learning about and interacting with peers who look, learn, believe or move differently.</p> <p>LLD 2 Communication (Expressive Language) <i>Uses verbal and nonverbal communication to express ideas . Uses conversational skills. Uses and expands vocabulary. Hears small units of sound.</i></p> <p>LLD 2a.3 Communicates needs, desires and ideas. Asks and responds to questions.</p> <p>LLD 2a.4 Asks simple questions and stays on topic for two to three exchanges.</p> <p>LLD 2b.2 Says one- to two-word sentences.</p> <p>LLD 2b.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille or verbalized words.</p> <p>LLD 2b.4 Speaks in sentences (with words, sign language) but does not always follow grammatical rules.</p> <p>LLD 2c.2 Repeats words heard frequently in environment.</p> <p>LLD 2c.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.</p> <p>LLD 2c.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p>
<p>HE 4 yr.2.3 With prompting and support, join in, invite, and interact cooperatively with others by sharing, turn-taking, resolving conflicts, and recognizing others' needs.</p>	<p>SED 2 Self-Regulation: <i>Identifies emotions. Manages feelings and behavior. Follows routines and transitions.</i></p> <p>SED 2a.3 Experiments and role-plays with a range of emotions.</p> <p>SED 2a.4 Recognizes and names a few personal feelings.</p> <p>SED 2a.5 Identifies and describes personal feelings.</p> <p>SED 2b.3 Mimics breathing and calming strategies. Practices waiting for a turn.</p> <p>SED 2b.4 Controls impulses with reminders.</p> <p>SED 2b.5 Uses strategies to manage behavior. Anticipates a change in routine and begins to prepare self by finding a desired thing or person.</p> <p>SED 2c.3 Recognizes a familiar activity or routine. Redirects to a new activity with help.</p> <p>SED 2c.4 Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change.</p> <p>SED 2c.5 Follows daily routines on own. With support, negotiates ways to handle nonroutine transitions.</p>

	<p>SED 4 Social Relationships: <i>Develops relationships with adults and peers. Participates cooperatively in groups. Identifies and respects differences in others.</i></p> <p>SED 4a.2 Greets and stays near familiar people.</p> <p>SED 4a.3 Identifies and plays side by side with a new or familiar person.</p> <p>SED 4a.4 Joins a group and participates in group play.</p> <p>SED 4a.5 Initiates play, conversations and interactions with one or more persons.</p> <p>SED 4b.3 Helps or participates in an activity when asked.</p> <p>SED 4b.4 Plays cooperatively with others and begins to share. Asks adult to help solve social problems.</p> <p>SED 4b.5 Identifies roles of self and others during tasks or pretend play. Offers to help others.</p> <p>SED 4c.3 Identifies emotions of others. Demonstrates concern for others.</p> <p>SED 4c.4 Explains how and why someone may be feeling a certain emotion. Participates in group play with those different than self.</p> <p>SED 4c.5 Shows interest in learning about and interacting with peers who look, learn, believe or move differently.</p> <p>PD 4 Personal Care: <i>Implements self-help routines for hygiene and dressing.</i></p> <p>PD 4.2 Recognizes the difference between dirty and clean. Begins to participate in self-care activities. Points to body parts when prompted.</p> <p>PD 4.3 With help, participates in healthcare routines. Identifies body parts. Describes basic personal needs.</p> <p>PD 4.4 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.</p> <p>PD 4.5 Explains how germs spread and describes simple strategies for preventing the spread. Distinguishes between basic needs and wants for living creatures.</p>
<p>HE 4 yr.2.4 With prompting and support, attend to and show appreciation for the actions or choices of others (for example, compliment others).</p>	<p>SED 4 Social Relationships: <i>Develops relationships with adults and peers. Participates cooperatively in groups. Identifies and respects differences in others.</i></p> <p>SED 4a.2 Greets and stays near familiar people.</p> <p>SED 4a.3 Identifies and plays side by side with a new or familiar person.</p> <p>SED 4a.4 Joins a group and participates in group play.</p> <p>SED 4a.5 Initiates play, conversations and interactions with one or more persons.</p> <p>SED 4b.3 Helps or participates in an activity when asked.</p> <p>SED 4b.4 Plays cooperatively with others and begins to share. Asks adult to help solve social problems.</p>

	<p>SED 4b.5 Identifies roles of self and others during tasks or pretend play. Offers to help others.</p> <p>SED 4c.3 Identifies emotions of others. Demonstrates concern for others.</p> <p>SED 4c.4 Explains how and why someone may be feeling a certain emotion. Participates in group play with those different than self.</p> <p>SED 4c.5 Shows interest in learning about and interacting with peers who look, learn, believe or move differently.</p>
Strand 3: Mental and Emotional Health <i>Students will identify emotions and react appropriately to different emotions.</i>	
Utah's Core Standards for 3-Year-Olds	Curriculum Alignment
HE 3 yr.3.1 With prompting and support, express, identify, and label emotions (for example, happy, sad, angry, afraid) and feelings (for example, thirsty, hungry, hot, cold, tired).	<p>SED 1 Self-Awareness: <i>Knows self and increases confidence. Expresses curiosity, preference and initiative.</i></p> <p>SED 1a.3 Expresses ideas about self in relation to others. Expresses interests in trying tasks with help.</p> <p>SED 1a.4 Expresses interest in doing familiar tasks by self and expresses confidence in own abilities.</p> <p>SED 1b.3 Expresses likes and dislikes.</p> <p>SED 2 Self-Regulation: <i>Identifies emotions. Manages feelings and behavior. Follows routines and transitions.</i></p> <p>SED 2a.2 Show a range of emotions with facial expressions and gestures.</p> <p>SED 2a.3 Experiments and role-plays with a range of emotions.</p> <p>SED 2a.4 Recognizes and names a few personal feelings.</p> <p>SED 2b.3 Mimics breathing and calming strategies. Practices waiting for a turn.</p> <p>SED 2b.4 Controls impulses with reminders.</p> <p>SED 4 Social Relationships: <i>Develops relationships with adults and peers. Participates cooperatively in groups. Identifies and respects differences in others.</i></p> <p>SED 4b.4 Plays cooperatively with others and begins to share. Asks adult to help solve social problems.</p> <p>SED 4c.3 Identifies emotions of others. Demonstrates concern for others.</p> <p>SED 4c.4 Explains how and why someone may be feeling a certain emotion. Participates in group play with those different than self.</p>
HE 3 yr.3.2 With prompting and support, begin to demonstrate methods to calm down (for example, deep breathing, count to ten, mindfulness).	<p>SED 1 Self-Awareness: <i>Knows self and increases confidence. Expresses curiosity, preference and initiative.</i></p> <p>SED 1a.3 Expresses ideas about self in relation to others. Expresses interests</p>

	<p>in trying tasks with help. SED 1a.4 Expresses interest in doing familiar tasks by self and expresses confidence in own abilities. SED 1b.3 Expresses likes and dislikes.</p> <p>SED 2 Self-Regulation: <i>Identifies emotions. Manages feelings and behavior. Follows routines and transitions.</i> SED 2a.2 Show a range of emotions with facial expressions and gestures. SED 2a.3 Experiments and role-plays with a range of emotions. SED 2a.4 Recognizes and names a few personal feelings. SED 2b.3 Mimics breathing and calming strategies. Practices waiting for a turn. SED 2b.4 Controls impulses with reminders.</p> <p>SED 4 Social Relationships: <i>Develops relationships with adults and peers. Participates cooperatively in groups. Identifies and respects differences in others.</i> SED 4b.4 Plays cooperatively with others and begins to share. Asks adult to help solve social problems. SED 4c.3 Identifies emotions of others. Demonstrates concern for others. SED 4c.4 Explains how and why someone may be feeling a certain emotion. Participates in group play with those different than self.</p>
<p>HE 3 yr.3.3 With prompting and support, begin to develop self-control by regulating one's own impulses and feelings, following simple directions, waiting for turns, transitioning between activities, and complying with limitations.</p>	<p>SED 1 Self-Awareness: <i>Knows self and increases confidence. Expresses curiosity, preference and initiative.</i> SED 1a.3 Expresses ideas about self in relation to others. Expresses interests in trying tasks with help. SED 1a.4 Expresses interest in doing familiar tasks by self and expresses confidence in own abilities. SED 1b.3 Expresses likes and dislikes.</p> <p>SED 2 Self-Regulation: <i>Identifies emotions. Manages feelings and behavior. Follows routines and transitions.</i> SED 2a.2 Show a range of emotions with facial expressions and gestures. SED 2a.3 Experiments and role-plays with a range of emotions. SED 2a.4 Recognizes and names a few personal feelings. SED 2b.3 Mimics breathing and calming strategies. Practices waiting for a turn. SED 2b.4 Controls impulses with reminders.</p> <p>SED 4 Social Relationships: <i>Develops relationships with adults and peers. Participates cooperatively in groups. Identifies and respects differences in</i></p>

	<p><i>others.</i></p> <p>SED 4b.4 Plays cooperatively with others and begins to share. Asks adult to help solve social problems.</p> <p>SED 4c.3 Identifies emotions of others. Demonstrates concern for others.</p> <p>SED 4c.4 Explains how and why someone may be feeling a certain emotion.</p> <p>Participates in group play with those different than self.</p>
Utah's Core Standards for 4-Year-Olds	Curriculum Alignment
<p>HE 4 yr.3.1 Express, identify, and label emotions of self and others (for example, happy, sad, angry, afraid, frustrated, bored) and feelings (for example, thirsty, hungry, hot, cold, tired).</p>	<p>SED 1 Self-Awareness: <i>Knows self and increases confidence. Expresses curiosity, preference and initiative.</i></p> <p>SED 1a.3 Expresses ideas about self in relation to others. Expresses interests in trying tasks with help.</p> <p>SED 1a.4 Expresses interest in doing familiar tasks by self and expresses confidence in own abilities.</p> <p>SED 1b.3 Expresses likes and dislikes.</p> <p>SED 1b.4 When given two to three options, chooses his/her most desired option.</p> <p>SED 2 Self-Regulation: <i>Identifies emotions. Manages feelings and behavior. Follows routines and transitions.</i></p> <p>SED 2a.2 Show a range of emotions with facial expressions and gestures.</p> <p>SED 2a.3 Experiments and role-plays with a range of emotions.</p> <p>SED 2a.4 Recognizes and names a few personal feelings.</p> <p>SED 2a.5 Identifies and describes personal feelings.</p> <p>SED 2b.3 Mimics breathing and calming strategies. Practices waiting for a turn.</p> <p>SED 2b.4 Controls impulses with reminders.</p> <p>SED 2b.5 Uses strategies to manage behavior. Anticipates a change in routine and begins to prepare self by finding a desired thing or person.</p> <p>SED 4 Social Relationships: <i>Develops relationships with adults and peers. Participates cooperatively in groups. Identifies and respects differences in others.</i></p> <p>SED 4b.4 Plays cooperatively with others and begins to share. Asks adult to help solve social problems.</p> <p>SED 4b.5 Identifies roles of self and others during tasks or pretend play. Offers to help others.</p> <p>SED 4c.3 Identifies emotions of others. Demonstrates concern for others.</p> <p>SED 4c.4 Explains how and why someone may be feeling a certain emotion.</p> <p>Participates in group play with those different than self.</p> <p>SED 4c.5 Shows interest in learning about and interacting with peers who</p>

	look, learn, believe or move differently.
<p>HE 4 yr.3.2 With prompting and support, begin to demonstrate methods to calm down (for example, deep breathing, count to ten, mindfulness).</p>	<p>SED 1 Self-Awareness: <i>Knows self and increases confidence. Expresses curiosity, preference and initiative.</i> SED 1a.3 Expresses ideas about self in relation to others. Expresses interests in trying tasks with help. SED 1a.4 Expresses interest in doing familiar tasks by self and expresses confidence in own abilities. SED 1b.3 Expresses likes and dislikes. SED 1b.4 When given two to three options, chooses his/her most desired option.</p> <p>SED 2 Self-Regulation: <i>Identifies emotions. Manages feelings and behavior. Follows routines and transitions.</i> SED 2a.2 Show a range of emotions with facial expressions and gestures. SED 2a.3 Experiments and role-plays with a range of emotions. SED 2a.4 Recognizes and names a few personal feelings. SED 2a.5 Identifies and describes personal feelings. SED 2b.3 Mimics breathing and calming strategies. Practices waiting for a turn. SED 2b.4 Controls impulses with reminders. SED 2b.5 Uses strategies to manage behavior. Anticipates a change in routine and begins to prepare self by finding a desired thing or person.</p> <p>SED 4 Social Relationships: <i>Develops relationships with adults and peers. Participates cooperatively in groups. Identifies and respects differences in others.</i> SED 4b.4 Plays cooperatively with others and begins to share. Asks adult to help solve social problems. SED 4b.5 Identifies roles of self and others during tasks or pretend play. Offers to help others. SED 4c.3 Identifies emotions of others. Demonstrates concern for others. SED 4c.4 Explains how and why someone may be feeling a certain emotion. Participates in group play with those different than self. SED 4c.5 Shows interest in learning about and interacting with peers who look, learn, believe or move differently.</p>

<p>HE 4 yr.3.3 With prompting and support, develop and practice self-control by regulating one's own impulses and feelings, following simple directions, waiting for turns, transitioning between activities, and complying with limitations.</p>	<p>SED 1 Self-Awareness: <i>Knows self and increases confidence. Expresses curiosity, preference and initiative.</i> SED 1a.3 Expresses ideas about self in relation to others. Expresses interests in trying tasks with help. SED 1a.4 Expresses interest in doing familiar tasks by self and expresses confidence in own abilities. SED 1b.3 Expresses likes and dislikes. SED 1b.4 When given two to three options, chooses his/her most desired option.</p> <p>SED 2 Self-Regulation: <i>Identifies emotions. Manages feelings and behavior. Follows routines and transitions.</i> SED 2a.2 Show a range of emotions with facial expressions and gestures. SED 2a.3 Experiments and role-plays with a range of emotions. SED 2a.4 Recognizes and names a few personal feelings. SED 2a.5 Identifies and describes personal feelings. SED 2b.3 Mimics breathing and calming strategies. Practices waiting for a turn. SED 2b.4 Controls impulses with reminders. SED 2b.5 Uses strategies to manage behavior. Anticipates a change in routine and begins to prepare self by finding a desired thing or person.</p> <p>SED 4 Social Relationships: <i>Develops relationships with adults and peers. Participates cooperatively in groups. Identifies and respects differences in others.</i> SED 4b.4 Plays cooperatively with others and begins to share. Asks adult to help solve social problems. SED 4b.5 Identifies roles of self and others during tasks or pretend play. Offers to help others. SED 4c.3 Identifies emotions of others. Demonstrates concern for others. SED 4c.4 Explains how and why someone may be feeling a certain emotion. Participates in group play with those different than self. SED 4c.5 Shows interest in learning about and interacting with peers who look, learn, believe or move differently.</p>
<p>Strand 4: Nutrition <i>Students will understand why food choices are important for health.</i></p>	
<p>Utah's Core Standards for 3-Year-Olds</p>	<p>Curriculum Alignment</p>
<p>HE 3 yr.4.1 Begin to identify the difference between healthy and less healthy food choices.</p>	<p>PD 5 Nutrition: Follows healthy nutrition routines. PD 5.3 Anticipates the need to eat, rest and drink. Feeds self with spoon or</p>

	<p>other utensil.</p> <p>PD 5.4 Identifies food and serves a portion into bowl or plate. Feeds self.</p> <p>PD 5.5 Identifies food groups and sorts food. Chooses between two appropriate foods.</p>
HE 3 yr.4.2 Begin to identify why eating healthy food is important.	<p>PD 5 Nutrition: Follows healthy nutrition routines.</p> <p>PD 5.3 Anticipates the need to eat, rest and drink. Feeds self with spoon or other utensil.</p> <p>PD 5.4 Identifies food and serves a portion into bowl or plate. Feeds self.</p> <p>PD 5.5 Identifies food groups and sorts food. Chooses between two appropriate foods.</p>
HE 3 yr.4.3 With prompting and support, try new foods from a variety of food groups.	<p>PD 5 Nutrition: Follows healthy nutrition routines.</p> <p>PD 5.3 Anticipates the need to eat, rest and drink. Feeds self with spoon or other utensil.</p> <p>PD 5.4 Identifies food and serves a portion into bowl or plate. Feeds self.</p> <p>PD 5.5 Identifies food groups and sorts food. Chooses between two appropriate foods.</p>
Utah's Core Standards for 4-Year-Olds	Curriculum Alignment
HE 4 yr.4.1 Identify a variety of healthy foods.	<p>PD 5 Nutrition: Follows healthy nutrition routines.</p> <p>PD 5.3 Anticipates the need to eat, rest and drink. Feeds self with spoon or other utensil.</p> <p>PD 5.4 Identifies food and serves a portion into bowl or plate. Feeds self.</p> <p>PD 5.5 Identifies food groups and sorts food. Chooses between two appropriate foods.</p> <p>PD.5.6 Identifies food that is nutritious. Helps to prepare food for others.</p>
HE 4 yr.4.2 Identify why eating healthy food is important and begin to categorize into food groups.	<p>PD 5 Nutrition: Follows healthy nutrition routines.</p> <p>PD 5.3 Anticipates the need to eat, rest and drink. Feeds self with spoon or other utensil.</p> <p>PD 5.4 Identifies food and serves a portion into bowl or plate. Feeds self.</p> <p>PD 5.5 Identifies food groups and sorts food. Chooses between two appropriate foods.</p> <p>PD 5.6 Identifies food that is nutritious. Helps to prepare food for others.</p>
HE 4 yr.4.3 With prompting and support, try new foods from a variety of food groups.	<p>PD 5 Nutrition: Follows healthy nutrition routines.</p> <p>PD 5.3 Anticipates the need to eat, rest and drink. Feeds self with spoon or other utensil.</p> <p>PD 5.4 Identifies food and serves a portion into bowl or plate. Feeds self.</p> <p>PD 5.5 Identifies food groups and sorts food. Chooses between two appropriate foods.</p>

Lifelong Learning Practices - Approaches to Learning	
Strand 1: Self-Regulation and Executive Functioning <i>Self-Regulation, which is the ability to regulate one's own behavior while engaging with others and in the learning environment, is a key developmental task of the preschool years. Executive Functioning includes the essential learning skills of attention focusing, working memory, information processing, and reflection.</i>	
Utah's Core Standards for 3-Year-Olds	Curriculum Alignment
LLP 3 yr.1.1 With prompting and support, begin to develop the ability to self-regulate external behaviors (for example, during music and movement, students will learn how to start and stop their own body, notice when they are tired, or need to be active).	<p>SED 2 Self-Regulation: <i>Identifies emotions. Manages feelings and behavior. Follows routines and transitions.</i></p> <p>SED 2a.3 Experiments and role-plays with a range of emotions. SED 2a.4 Recognizes and names a few personal feelings. SED 2a.5 Identifies and describes personal feelings. SED 2b.2 Soothes self by seeking a familiar adult or thing. SED 2b.3 Mimics breathing and calming strategies. Practices waiting for a turn. SED 2b.4 Controls impulses with reminders. SED 2b.5 Uses strategies to manage behavior. Anticipates a change in routine and begins to prepare self by finding a desired thing or person. SED 2c.3 Recognizes a familiar activity or routine. Redirects to a new activity with help. SED 2c.4 Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change.</p> <p>LLD 1 Listening (Receptive Language): <i>Understands and interprets language (both words and gestures). Follow directions.</i></p> <p>LLD 1a.3 Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions. LLD 1a.4 Listens then responds appropriately. Shows understanding of some complex vocabulary. Asks for clarification when doesn't understand. LLD 1b.2 With prompts and gestures, follows a one-step direction. LLD 1b.3 Follows related two-step directions given verbally. LLD 1b.4 Follows unrelated two-step directions given verbally.</p>
LLP 3 yr.1.2 With prompting and support, begin to develop the ability to focus attention on key components of an object or task (Attention focusing, for example, follow the sequence of a story or conversation).	<p>SED 3 Attention & Persistence: <i>Attends and engages. Shows flexibility and inventiveness.</i></p> <p>SED 3a.2 Attends to what others are looking at or pointing to. SED 3a.3 Focuses on an engaging activity for a short period of time independently or with an adult. SED 3a.4 Practices or repeats an activity many times until successful. Expresses delight over a successful project. SED 3b.3 Asserts a desire to start or end an activity. Asks for help as needed. SED 3b.4 Initiates an activity and seeks help to complete it.</p>

<p>LLP 3 yr.1.3 With prompting and support, begin to develop strategies for connecting and remembering information (Working memory and information processing, for example, review the pictures on the daily schedule to see what activity comes before recess).</p>	<p>SED 2 Self-Regulation: <i>Identifies emotions. Manages feelings and behavior. Follows routines and transitions.</i></p> <p>SED 2a.3 Experiments and role-plays with a range of emotions. SED 2a.4 Recognizes and names a few personal feelings. SED 2a.5 Identifies and describes personal feelings. SED 2b.2 Soothes self by seeking a familiar adult or thing. SED 2b.3 Mimics breathing and calming strategies. Practices waiting for a turn. SED 2b.4 Controls impulses with reminders. SED 2b.5 Uses strategies to manage behavior. Anticipates a change in routine and begins to prepare self by finding a desired thing or person. SED 2c.3 Recognizes a familiar activity or routine. Redirects to a new activity with help. SED 2c.4 Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change.</p> <p>MR 7 Logic & Reasoning: <i>Recalls information, builds memory, reasoning and problem-solving skills.</i></p> <p>MR 7.3 Asks why. Begins to understand how things are connected. Recognizes a problem and asks for help. MR 7.4 Plans steps to accomplish tasks and explores many possible solutions to a problem. MR 7.5 Uses previous knowledge to determine which solution to try first when solving a problem or planning how to accomplish a task.</p> <p>SS 4 History & Sense of Time: <i>Develops sense of time</i></p> <p>SS 4.3 Describes events as they happen. Uses words such as first, then. SS 4.4 Recalls information and events from the past. Recognizes sequence of events to establish a sense of order and time.</p>
<p>LLP 3 yr.1.4 With prompting and support, begin to develop the ability to recognize and show awareness of thinking processes (Reflection, for example, the child explains that she took a deep breath to help herself calm down).</p>	<p>SED 2 Self-Regulation: <i>Identifies emotions. Manages feelings and behavior. Follows routines and transitions.</i></p> <p>SED 2a.3 Experiments and role-plays with a range of emotions. SED 2a.4 Recognizes and names a few personal feelings. SED 2a.5 Identifies and describes personal feelings. SED 2b.2 Soothes self by seeking a familiar adult or thing. SED 2b.3 Mimics breathing and calming strategies. Practices waiting for a turn. SED 2b.4 Controls impulses with reminders. SED 2b.5 Uses strategies to manage behavior. Anticipates a change in routine and begins to prepare self by finding a desired thing or person. SED 2c.3 Recognizes a familiar activity or routine. Redirects to a new activity</p>

	<p>with help.</p> <p>SED 2c.4 Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change.</p>
Utah's Core Standards for 4-Year-Olds	Curriculum Alignment
<p>LLP 4 yr.1.1 With prompting and support, display increasing ability to self-regulate external behaviors (for example, follow simple directions, wait for turns, and transition between activities).</p>	<p>SED 2 Self-Regulation: <i>Identifies emotions. Manages feelings and behavior. Follows routines and transitions.</i></p> <p>SED 2a.3 Experiments and role-plays with a range of emotions.</p> <p>SED 2a.4 Recognizes and names a few personal feelings.</p> <p>SED 2a.5 Identifies and describes personal feelings.</p> <p>SED 2b.2 Soothes self by seeking a familiar adult or thing.</p> <p>SED 2b.3 Mimics breathing and calming strategies. Practices waiting for a turn.</p> <p>SED 2b.4 Controls impulses with reminders.</p> <p>SED 2b.5 Uses strategies to manage behavior. Anticipates a change in routine and begins to prepare self by finding a desired thing or person.</p> <p>SED 2c.3 Recognizes a familiar activity or routine. Redirects to a new activity with help.</p> <p>SED 2c.4 Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change.</p> <p>LLD 1 Listening (Receptive Language): <i>Understands and interprets language (both words and gestures). Follow directions.</i></p> <p>LLD 1a.3 Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions.</p> <p>LLD 1a.4 Listens then responds appropriately. Shows understanding of some complex vocabulary. Asks for clarification when doesn't understand.</p> <p>LLD 1a.5 Listens and understands inferred requests.</p> <p>LLD 1b.3 Follows related two-step directions given verbally.</p> <p>LLD 1b.4 Follows unrelated two-step directions given verbally.</p> <p>LLD 1b.5 With prompting, follows multi-step directions given verbally.</p>
<p>LLP 4 yr.1.2 With prompting and support, display increasing ability to focus attention on key, meaningful components of an object or task (Attention focusing, for example, sort and classify objects into categories and provide on-topic responses).</p>	<p>SED 3 Attention & Persistence: <i>Attends and engages. Shows flexibility and inventiveness.</i></p> <p>SED 3a.2 Attends to what others are looking at or pointing to.</p> <p>SED 3a.3 Focuses on an engaging activity for a short period of time independently or with an adult.</p> <p>SED 3a.4 Practices or repeats an activity many times until successful. Expresses delight over a successful project.</p> <p>SED 3b.3 Asserts a desire to start or end an activity. Asks for help as needed.</p> <p>SED 3b.4 Initiates an activity and seeks help to complete it.</p>

	<p>LLD 2 Communication (Expressive Language) <i>Uses verbal and nonverbal communication to express ideas . Uses conversational skills. Uses and expands vocabulary. Hears small units of sound.</i></p> <p>LLD 2a.3 Communicates needs, desires and ideas. Asks and responds to questions.</p> <p>LLD 2a.4 Asks simple questions and stays on topic for two to three exchanges.</p> <p>LLD 2b.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille or verbalized words.</p> <p>LLD 2b.4 Speaks in sentences (with words, sign language) but does not always follow grammatical rules.</p> <p>LLD 2c.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.</p> <p>LLD 2c.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p> <p>LLD 2c.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.</p> <p>MR 6 Classification: <i>Matches and sorts.</i> MR 6.3 Sorts objects by one feature, such as size or color. Groups objects by common characteristics. MR 6.4 After sorting objects by one feature, sorts again by a different feature. MR 6.5 Sorts objects by more than one feature and explains why.</p> <p>SCI 2 Natural & Earth Science: <i>Understanding living and nonliving things. Demonstrates knowledge of Earth's environment.</i> SCI 2a.5 Recognizes that all living things have similar basic needs. Sorts organisms as living or nonliving and explains why.</p>
<p>LLP 4 yr.1.3 With prompting and support, develop increasingly effective strategies to connect and remember information (Working memory and information processing, for example, use self-talk, tell others the events of the day).</p>	<p>MR 4 Measurement: <i>Estimates and measures. Compares and seriates.</i> MR 4a.3 Determines which object is bigger (heavier, longer) when given two objects. MR 4a.4 Uses nonstandard measurement tools to estimate approximate size or volume. Verifies estimation with help. MR 4b.2 Places objects in a line. Demonstrates an understanding of more, none and one. MR 4b.3 Compares and orders two to three objects according to size, length, hue or weight. MR 4b.4 Orders multiple objects by one feature using process of elimination. Describes order using words like first, then and last.</p>

	<p>MR 7 Logic & Reasoning: <i>Recalls information, builds memory, reasoning and problem-solving skills.</i> MR 7.2 Experiments with cause and effect. MR 7.3 Asks why. Begins to understand how things are connected. Recognizes a problem and asks for help. MR 7.4 Plans steps to accomplish tasks and explores many possible solutions to a problem.</p> <p>SCI 1 Investigation & Inquiry: <i>Observes, inquires and investigates objects and events to gain understanding.</i> SCI 1.2 Demonstrates curiosity about objects by touching and manipulating them. Asks one- to two-word questions. SCI 1.3 Investigates an object or group of objects in multiple ways. Recognizes a problem and asks for help. SCI 1.4 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.</p> <p>SS 4 History & Sense of Time: <i>Develops sense of time</i> SS 4.3 Describes events as they happen. Uses words such as first, then. SS 4.4 Recalls information and events from the past. Recognizes sequence of events to establish a sense of order and time. SS 4.5 Uses language of time to describe familiar sequences of events.</p>
<p>LLP 4 yr.1.4 With prompting and support, develop the ability to recognize and show awareness of thinking processes (Reflection, for example, the child explains what strategies are used to build in blocks).</p>	<p>SED 2 Self-Regulation: <i>Identifies emotions. Manages feelings and behavior. Follows routines and transitions.</i> SED 2a.3 Experiments and role-plays with a range of emotions. SED 2a.4 Recognizes and names a few personal feelings. SED 2a.5 Identifies and describes personal feelings. SED 2b.2 Soothes self by seeking a familiar adult or thing. SED 2b.3 Mimics breathing and calming strategies. Practices waiting for a turn. SED 2b.4 Controls impulses with reminders. SED 2b.5 Uses strategies to manage behavior. Anticipates a change in routine and begins to prepare self by finding a desired thing or person. SED 2c.3 Recognizes a familiar activity or routine. Redirects to a new activity with help. SED 2c.4 Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change. SED 2c.5 Follows daily routines on own. With support, negotiates ways to handle nonroutine transitions.</p>

	<p>MR 7 Logic & Reasoning: <i>Recalls information, builds memory, reasoning and problem-solving skills.</i> MR 7.2 Experiments with cause and effect. MR 7.3 Asks why. Begins to understand how things are connected. Recognizes a problem and asks for help. MR 7.4 Plans steps to accomplish tasks and explores many possible solutions to a problem. MR 7.5 Uses previous knowledge to determine which solution to try first when solving a problem or planning how to accomplish a task.</p> <p>SS 4 History & Sense of Time: <i>Develops sense of time</i> SS 4.3 Describes events as they happen. Uses words such as first, then. SS 4.4 Recalls information and events from the past. Recognizes sequence of events to establish a sense of order and time. SS 4.5 Uses language of time to describe familiar sequences of events.</p>
<p>Strand 2: Learning Engagement (Initiative and Persistence) <i>Learning Engagement is the way children continue to develop the ability to actively explore and participate in the learning environment. This engagement involves supporting the child as the child develops self-directed, goal-oriented exploration and discovery.</i></p>	
<p>Initiative <i>Initiative involves children continuously developing the skills of engaging in learning, planning, and implementing strategies for accomplishing their goals</i></p>	
Utah's Core Standards for 3-Year-Olds	Curriculum Alignment
<p>LLP 3 yr.2.1 With prompting and support, begin to express a simple plan and identify steps to accomplish a task or sustain play (for example, children draw or describe what they want to do during play).</p>	<p>SED 2 Self-Regulation: <i>Identifies emotions. Manages feelings and behavior. Follows routines and transitions.</i> SED 2a.3 Experiments and role-plays with a range of emotions. SED 2a.4 Recognizes and names a few personal feelings. SED 2a.5 Identifies and describes personal feelings. SED 2b.2 Soothes self by seeking a familiar adult or thing. SED 2b.3 Mimics breathing and calming strategies. Practices waiting for a turn. SED 2b.4 Controls impulses with reminders. SED 2b.5 Uses strategies to manage behavior. Anticipates a change in routine and begins to prepare self by finding a desired thing or person. SED 2c.3 Recognizes a familiar activity or routine. Redirects to a new activity with help. SED 2c.4 Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change. SED 2c.5 Follows daily routines on own. With support, negotiates ways to handle nonroutine transitions.</p>

	<p>MR 7 Logic & Reasoning: <i>Recalls information, builds memory, reasoning and problem-solving skills.</i> MR 7.2 Experiments with cause and effect. MR 7.3 Asks why. Begins to understand how things are connected. Recognizes a problem and asks for help. MR 7.4 Plans steps to accomplish tasks and explores many possible solutions to a problem. MR 7.5 Uses previous knowledge to determine which solution to try first when solving a problem or planning how to accomplish a task.</p> <p>SS 4 History & Sense of Time: <i>Develops sense of time</i> SS 4.3 Describes events as they happen. Uses words such as first, then. SS 4.4 Recalls information and events from the past. Recognizes sequence of events to establish a sense of order and time. SS 4.5 Uses language of time to describe familiar sequences of events.</p>
<p>LLP 3 yr.2.2 With prompting and support, develop an increasing ability to explore the immediate environment through observation, manipulation, or asking simple questions (for example, notice, explore, and talk about how plants on the playground change with the seasons).</p>	<p>MR 7 Logic & Reasoning: <i>Recalls information, builds memory, reasoning and problem-solving skills.</i> MR 7.2 Experiments with cause and effect. MR 7.3 Asks why. Begins to understand how things are connected. Recognizes a problem and asks for help. MR 7.4 Plans steps to accomplish tasks and explores many possible solutions to a problem. MR 7.5 Uses previous knowledge to determine which solution to try first when solving a problem or planning how to accomplish a task.</p> <p>SCI 1 Investigation & Inquiry: <i>Observes, inquires and investigates objects and events to gain understanding.</i> SCI 1.2 Demonstrates curiosity about objects by touching and manipulating them. Asks one- to two-word questions. SCI 1.3 Investigates an object or group of objects in multiple ways. Recognizes a problem and asks for help. SCI 1.4 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.</p> <p>SCI 2 Natural & Earth Science: <i>Understanding living and nonliving things. Demonstrates knowledge of Earth's environment.</i> SCI 2a.2 Plays with rocks, sand, dirt or water. Reacts to animals or insects in the immediate environment. SCI 2a.3 Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics.</p>

	<p>SCI 2a.4 Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move.</p> <p>SCI 2b.2 Understands hot and cold. Points at clouds and explores the feel of rain and wind.</p> <p>SCI 2b.3 Notices changes in temperature or weather.</p> <p>SCI 2b.4 Identifies the climate and weather in the immediate environment.</p> <p>SCI 2b.5 Identifies current season and explains how weather affects personal life.</p> <p>SCI 3 Physical Science: <i>Explores forces, motion and physical properties of materials.</i></p> <p>SCI 3.3 Explores motion by moving, rolling, blowing on or dropping a toy. Begins to name colors.</p> <p>SCI 3.4 Explains how common vehicles, animals and people move. Sorts objects by type of movement. Describes basic physical properties of objects including textures and colors.</p> <p>SCI 3.5 Experiments with and explains invisible forces, e.g., ramps, magnets. Manipulates matter and observes any physical changes that may occur.</p>
<p>LLP 3 yr.2.3 With prompting and support, develop an increasing ability to connect new information or experiences to previous knowledge (for example, make connections about similarities across home and classroom experiences).</p>	<p>MR 7 Logic & Reasoning: <i>Recalls information, builds memory, reasoning and problem-solving skills.</i></p> <p>MR 7.2 Experiments with cause and effect.</p> <p>MR 7.3 Asks why. Begins to understand how things are connected. Recognizes a problem and asks for help.</p> <p>MR 7.4 Plans steps to accomplish tasks and explores many possible solutions to a problem.</p> <p>MR 7.5 Uses previous knowledge to determine which solution to try first when solving a problem or planning how to accomplish a task.</p> <p>SCI 1 Investigation & Inquiry: <i>Observes, inquires and investigates objects and events to gain understanding.</i></p> <p>SCI 1.2 Demonstrates curiosity about objects by touching and manipulating them. Asks one- to two-word questions.</p> <p>SCI 1.3 Investigates an object or group of objects in multiple ways. Recognizes a problem and asks for help.</p> <p>SCI 1.4 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.</p> <p>SCI 2 Natural & Earth Science: <i>Understanding living and nonliving things. Demonstrates knowledge of Earth's environment.</i></p>

	<p>SCI 2a.2 Plays with rocks, sand, dirt or water. Reacts to animals or insects in the immediate environment.</p> <p>SCI 2a.3 Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics.</p> <p>SCI 2a.4 Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move.</p> <p>SCI 2b.2 Understands hot and cold. Points at clouds and explores the feel of rain and wind.</p> <p>SCI 2b.3 Notices changes in temperature or weather.</p> <p>SCI 2b.4 Identifies the climate and weather in the immediate environment.</p> <p>SCI 2b.5 Identifies current season and explains how weather affects personal life.</p>
Utah's Core Standards for 4-Year-Olds	Curriculum Alignment
<p>LLP 4 yr.2.1 With prompting and support, plan out the multiple steps needed and identify strategies to use to accomplish a goal or to guide play.</p>	<p>SED 2 Self-Regulation: <i>Identifies emotions. Manages feelings and behavior. Follows routines and transitions.</i></p> <p>SED 2a.3 Experiments and role-plays with a range of emotions.</p> <p>SED 2a.4 Recognizes and names a few personal feelings.</p> <p>SED 2a.5 Identifies and describes personal feelings.</p> <p>SED 2b.2 Soothes self by seeking a familiar adult or thing.</p> <p>SED 2b.3 Mimics breathing and calming strategies. Practices waiting for a turn.</p> <p>SED 2b.4 Controls impulses with reminders.</p> <p>SED 2b.5 Uses strategies to manage behavior. Anticipates a change in routine and begins to prepare self by finding a desired thing or person.</p> <p>SED 2c.3 Recognizes a familiar activity or routine. Redirects to a new activity with help.</p> <p>SED 2c.4 Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change.</p> <p>SED 2c.5 Follows daily routines on own. With support, negotiates ways to handle nonroutine transitions.</p> <p>MR 7 Logic & Reasoning: <i>Recalls information, builds memory, reasoning and problem-solving skills.</i></p> <p>MR 7.2 Experiments with cause and effect.</p> <p>MR 7.3 Asks why. Begins to understand how things are connected. Recognizes a problem and asks for help.</p> <p>MR 7.4 Plans steps to accomplish tasks and explores many possible solutions to a problem.</p> <p>MR 7.5 Uses previous knowledge to determine which solution to try first when</p>

	<p>solving a problem or planning how to accomplish a task.</p> <p>SS 4 History & Sense of Time: <i>Develops sense of time</i> SS 4.3 Describes events as they happen. Uses words such as first, then. SS 4.4 Recalls information and events from the past. Recognizes sequence of events to establish a sense of order and time. SS 4.5 Uses language of time to describe familiar sequences of events.</p>
<p>LLP 4 yr.2.2 Display an increasing ability to investigate their immediate environment by using a variety of tools, questions, and strategies to better understand their interests and experiences (for example, discover why worms come out of the ground after it rains).</p>	<p>MR 7 Logic & Reasoning: <i>Recalls information, builds memory, reasoning and problem-solving skills.</i> MR 7.2 Experiments with cause and effect. MR 7.3 Asks why. Begins to understand how things are connected. Recognizes a problem and asks for help. MR 7.4 Plans steps to accomplish tasks and explores many possible solutions to a problem. MR 7.5 Uses previous knowledge to determine which solution to try first when solving a problem or planning how to accomplish a task.</p> <p>SCI 1 Investigation & Inquiry: <i>Observes, inquires and investigates objects and events to gain understanding.</i> SCI 1.2 Demonstrates curiosity about objects by touching and manipulating them. Asks one- to two-word questions. SCI 1.3 Investigates an object or group of objects in multiple ways. Recognizes a problem and asks for help. SCI 1.4 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.</p> <p>SCI 2 Natural & Earth Science: <i>Understanding living and nonliving things. Demonstrates knowledge of Earth's environment.</i> SCI 2a.2 Plays with rocks, sand, dirt or water. Reacts to animals or insects in the immediate environment. SCI 2a.3 Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics. SCI 2a.4 Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move. SCI 2b.2 Understands hot and cold. Points at clouds and explores the feel of rain and wind. SCI 2b.3 Notices changes in temperature or weather. SCI 2b.4 Identifies the climate and weather in the immediate environment. SCI 2b.5 Identifies current season and explains how weather affects personal life.</p>

	<p>SCI 3 Physical Science: <i>Explores forces, motion and physical properties of materials.</i></p> <p>SCI 3.3 Explores motion by moving, rolling, blowing on or dropping a toy. Begins to name colors.</p> <p>SCI 3.4 Explains how common vehicles, animals and people move. Sorts objects by type of movement. Describes basic physical properties of objects including textures and colors.</p> <p>SCI 3.5 Experiments with and explains invisible forces, e.g., ramps, magnets. Manipulates matter and observes any physical changes that may occur.</p>
<p>LLP 4 yr.2.3 Develop an increasing ability to connect new information or experiences with previous knowledge through interactions with teachers, peers, and the environment (for example, help develop classroom rules using the previous experience with rules in the classroom or home).</p>	<p>MR 7 Logic & Reasoning: <i>Recalls information, builds memory, reasoning and problem-solving skills.</i></p> <p>MR 7.2 Experiments with cause and effect.</p> <p>MR 7.3 Asks why. Begins to understand how things are connected. Recognizes a problem and asks for help.</p> <p>MR 7.4 Plans steps to accomplish tasks and explores many possible solutions to a problem.</p> <p>MR 7.5 Uses previous knowledge to determine which solution to try first when solving a problem or planning how to accomplish a task.</p> <p>SCI 1 Investigation & Inquiry: <i>Observes, inquires and investigates objects and events to gain understanding.</i></p> <p>SCI 1.2 Demonstrates curiosity about objects by touching and manipulating them. Asks one- to two-word questions.</p> <p>SCI 1.3 Investigates an object or group of objects in multiple ways. Recognizes a problem and asks for help.</p> <p>SCI 1.4 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.</p> <p>SCI 2 Natural & Earth Science: <i>Understanding living and nonliving things. Demonstrates knowledge of Earth's environment.</i></p> <p>SCI 2a.2 Plays with rocks, sand, dirt or water. Reacts to animals or insects in the immediate environment.</p> <p>SCI 2a.3 Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics.</p> <p>SCI 2a.4 Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move.</p> <p>SCI 2b.2 Understands hot and cold. Points at clouds and explores the feel of rain and wind.</p>

	<p>SCI 2b.3 Notices changes in temperature or weather.</p> <p>SCI 2b.4 Identifies the climate and weather in the immediate environment.</p> <p>SCI 2b.5 Identifies current season and explains how weather affects personal life.</p>
<p>Persistence</p> <p><i>Persistence describes the child's ability to focus on engagement with learning materials and activities for increasing periods of time. Adults support children as they learn that making mistakes and trying different strategies are part of the learning process. Adults support persistence as they assist children to recognize their ability to complete challenging or difficult tasks.</i></p>	
Utah's Core Standards for 3-Year-Olds	Curriculum Alignment
<p>LLP 3 yr.2.4 With prompting and support, develop an increasing ability and willingness to engage in a self-selected task through challenges or difficulties (for example, the child continues to work on an age-appropriate puzzle, even when experiencing difficulty manipulating the pieces).</p>	<p>SED 3 Attention & Persistence: <i>Attends and engages. Shows flexibility and inventiveness.</i></p> <p>SED 3a.2 Attends to what others are looking at or pointing to.</p> <p>SED 3a.3 Focuses on an engaging activity for a short period of time independently or with an adult.</p> <p>SED 3a.4 Practices or repeats an activity many times until successful. Expresses delight over a successful project.</p> <p>SED 3b.3 Asserts a desire to start or end an activity. Asks for help as needed.</p> <p>SED 3b.4 Initiates an activity and seeks help to complete it.</p> <p>MR 7 Logic & Reasoning: <i>Recalls information, builds memory, reasoning and problem-solving skills.</i></p> <p>MR 7.2 Experiments with cause and effect.</p> <p>MR 7.3 Asks why. Begins to understand how things are connected. Recognizes a problem and asks for help.</p> <p>MR 7.4 Plans steps to accomplish tasks and explores many possible solutions to a problem.</p> <p>MR 7.5 Uses previous knowledge to determine which solution to try first when solving a problem or planning how to accomplish a task.</p> <p>SCI 1 Investigation & Inquiry: <i>Observes, inquires and investigates objects and events to gain understanding.</i></p> <p>SCI 1.2 Demonstrates curiosity about objects by touching and manipulating them. Asks one- to two-word questions.</p> <p>SCI 1.3 Investigates an object or group of objects in multiple ways. Recognizes a problem and asks for help.</p> <p>SCI 1.4 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.</p>
<p>LLP 3 yr.2.5 With prompting and support, develop the ability to sustain engagement in active learning small- and large-group activities working alone</p>	<p>SED 1 Self-Awareness: <i>Knows self and increases confidence. Expresses</i></p>

<p>or cooperatively.</p>	<p><i>curiosity, preference and initiative.</i></p> <p>SED 1a.3 Expresses ideas about self in relation to others. Expresses interests in trying tasks with help.</p> <p>SED 1a.4 Expresses interest in doing familiar tasks by self and expresses confidence in own abilities.</p> <p>SED 1a.5 Takes risks and pushes self to accomplish new tasks independently.</p> <p>SED 1b.3 Expresses likes and dislikes.</p> <p>SED 1b.4 When given two to three options, chooses his/her most desired option.</p> <p>SED 1b.5 Takes initiative to pursue interests. Describes and compares preferences of self and others.</p> <p>SED 3 Attention & Persistence: <i>Attends and engages. Shows flexibility and inventiveness.</i></p> <p>SED 3a.2 Attends to what others are looking at or pointing to.</p> <p>SED 3a.3 Focuses on an engaging activity for a short period of time independently or with an adult.</p> <p>SED 3a.4 Practices or repeats an activity many times until successful. Expresses delight over a successful project.</p> <p>SED 3b.3 Asserts a desire to start or end an activity. Asks for help as needed.</p> <p>SED 3b.4 Initiates an activity and seeks help to complete it.</p> <p>SED 4 Social Relationships: <i>Develops relationships with adults and peers. Participates cooperatively in groups. Identifies and respects differences in others.</i></p> <p>SED 4a.3 Identifies and plays side by side with a new or familiar person.</p> <p>SED 4a.4 Joins a group and participates in group play.</p> <p>SED 4a.5 Initiates play, conversations and interactions with one or more persons.</p> <p>SED 4b.3 Helps or participates in an activity when asked.</p> <p>SED 4b.4 Plays cooperatively with others and begins to share. Asks adult to help solve social problems.</p> <p>SED 4c.3 Identifies emotions of others. Demonstrates concern for others.</p> <p>SED 4c.4 Explains how and why someone may be feeling a certain emotion. Participates in group play with those different than self.</p> <p>SED 4c.5 Shows interest in learning about and interacting with peers who look, learn, believe or move differently.</p>
<p>Utah's Core Standards for 4-Year-Olds</p>	<p>Curriculum Alignment</p>

<p>LLP 4 yr.2.4 Develop an increasing ability and willingness to continue with a task through challenges or difficulties (for example, continue to build in the block area even when the child has difficulty finding a piece they need).</p>	<p>SED 3 Attention & Persistence: <i>Attends and engages. Shows flexibility and inventiveness.</i></p> <p>SED 3a.2 Attends to what others are looking at or pointing to.</p> <p>SED 3a.3 Focuses on an engaging activity for a short period of time independently or with an adult.</p> <p>SED 3a.4 Practices or repeats an activity many times until successful.Expresses delight over a successful project.</p> <p>SED 3a.5 Sustains focus for at least five minutes, persisting even if there are problems or distractions.</p> <p>SED 3b.3 Asserts a desire to start or end an activity. Asks for help as needed.</p> <p>SED 3b.4 Initiates an activity and seeks help to complete it.</p> <p>SED 3b.5 Demonstrates flexibility and imagination while working on a task.</p> <p>MR 7 Logic & Reasoning: <i>Recalls information, builds memory, reasoning and problem-solving skills.</i></p> <p>MR 7.2 Experiments with cause and effect.</p> <p>MR 7.3 Asks why. Begins to understand how things are connected. Recognizes a problem and asks for help.</p> <p>MR 7.4 Plans steps to accomplish tasks and explores many possible solutions to a problem.</p> <p>MR 7.5 Uses previous knowledge to determine which solution to try first when solving a problem or planning how to accomplish a task.</p> <p>SCI 1 Investigation & Inquiry: <i>Observes, inquires and investigates objects and events to gain understanding.</i></p> <p>SCI 1.2 Demonstrates curiosity about objects by touching and manipulating them. Asks one- to two-word questions.</p> <p>SCI 1.3 Investigates an object or group of objects in multiple ways. Recognizes a problem and asks for help.</p> <p>SCI 1.4 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.</p> <p>SCI 1.5 Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.</p>
<p>LLP 4 yr.2.5 Develop the ability to sustain engagement in active learning small- and large- group activities, working alone or cooperatively</p>	<p>SED 1 Self-Awareness: <i>Knows self and increases confidence. Expresses curiosity, preference and initiative.</i></p> <p>SED 1a.3 Expresses ideas about self in relation to others. Expresses interests in trying tasks with help.</p> <p>SED 1a.4 Expresses interest in doing familiar tasks by self and expresses confidence in own abilities.</p> <p>SED 1a.5 Takes risks and pushes self to accomplish new tasks</p>

	<p>independently.</p> <p>SED 1b.3 Expresses likes and dislikes.</p> <p>SED 1b.4 When given two to three options, chooses his/her most desired option.</p> <p>SED 1b.5 Takes initiative to pursue interests. Describes and compares preferences of self and others.</p> <p>SED 3 Attention & Persistence: <i>Attends and engages. Shows flexibility and inventiveness.</i></p> <p>SED 3a.2 Attends to what others are looking at or pointing to.</p> <p>SED 3a.3 Focuses on an engaging activity for a short period of time independently or with an adult.</p> <p>SED 3a.4 Practices or repeats an activity many times until successful. Expresses delight over a successful project.</p> <p>SED 3a.5 Sustains focus for at least five minutes, persisting even if there are problems or distractions.</p> <p>SED 3b.3 Asserts a desire to start or end an activity. Asks for help as needed.</p> <p>SED 3b.4 Initiates an activity and seeks help to complete it.</p> <p>SED 3b.5 Demonstrates flexibility and imagination while working on a task.</p> <p>SED 4 Social Relationships: <i>Develops relationships with adults and peers. Participates cooperatively in groups. Identifies and respects differences in others.</i></p> <p>SED 4a.3 Identifies and plays side by side with a new or familiar person.</p> <p>SED 4a.4 Joins a group and participates in group play.</p> <p>SED 4a.5 Initiates play, conversations and interactions with one or more persons.</p> <p>SED 4b.3 Helps or participates in an activity when asked.</p> <p>SED 4b.4 Plays cooperatively with others and begins to share. Asks adult to help solve social problems.</p> <p>SED 4b.5 Identifies roles of self and others during tasks or pretend play. Offers to help others.</p>
<p>Creativity and Curiosity</p> <p><i>The creativity and curiosity strand focuses on supporting children's natural curiosity and creativity as they explore and learn about the world around them. Adults encourage children to develop flexibility and originality as they use materials and activities to investigate their immediate environments.</i></p>	
Utah's Core Standards for 3-Year-Olds	Curriculum Alignment
LLP 3 yr.3.1 With prompting and support, discover answers and solutions to questions to expand their knowledge and skills.	SED 4 Social Relationships: <i>Develops relationships with adults and peers. Participates cooperatively in groups. Identifies and respects differences in others.</i>

	<p>SED 4a.3 Identifies and plays side by side with a new or familiar person.</p> <p>SED 4a.4 Joins a group and participates in group play.</p> <p>SED 4a.5 Initiates play, conversations and interactions with one or more persons.</p> <p>SED 4b.3 Helps or participates in an activity when asked.</p> <p>SED 4b.4 Plays cooperatively with others and begins to share. Asks adult to help solve social problems.</p> <p>SED 4b.5 Identifies roles of self and others during tasks or pretend play. Offers to help others.</p> <p>SCI 1 Investigation & Inquiry: <i>Observes, inquires and investigates objects and events to gain understanding.</i></p> <p>SCI 1.2 Demonstrates curiosity about objects by touching and manipulating them. Asks one- to two-word questions.</p> <p>SCI 1.3 Investigates an object or group of objects in multiple ways. Recognizes a problem and asks for help.</p> <p>SCI 1.4 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.</p>
<p>LLP 3 yr.3.2 With prompting and support begin to engage in problem solving strategies (for example, identify cause and effect and first steps needed to solve a problem).</p>	<p>SED 4 Social Relationships: <i>Develops relationships with adults and peers. Participates cooperatively in groups. Identifies and respects differences in others.</i></p> <p>SED 4a.3 Identifies and plays side by side with a new or familiar person.</p> <p>SED 4a.4 Joins a group and participates in group play.</p> <p>SED 4a.5 Initiates play, conversations and interactions with one or more persons.</p> <p>SED 4b.3 Helps or participates in an activity when asked.</p> <p>SED 4b.4 Plays cooperatively with others and begins to share. Asks adult to help solve social problems.</p> <p>SED 4b.5 Identifies roles of self and others during tasks or pretend play. Offers to help others.</p> <p>MR 7 Logic & Reasoning: <i>Recalls information, builds memory, reasoning and problem-solving skills.</i></p> <p>MR 7.2 Experiments with cause and effect.</p> <p>MR 7.3 Asks why. Begins to understand how things are connected. Recognizes a problem and asks for help.</p> <p>MR 7.4 Plans steps to accomplish tasks and explores many possible solutions to a problem.</p>
<p>LLP 3 yr.3.3 With prompting and support, explore a variety of ways to use materials during play and exploration (for example, a block can be used as a</p>	<p>MR 7 Logic & Reasoning: <i>Recalls information, builds memory, reasoning and problem-solving skills.</i></p>

<p>phone in dramatic play).</p>	<p>MR 7.2 Experiments with cause and effect. MR 7.3 Asks why. Begins to understand how things are connected. Recognizes a problem and asks for help. MR 7.4 Plans steps to accomplish tasks and explores many possible solutions to a problem.</p> <p>SCI 1 Investigation & Inquiry: <i>Observes, inquires and investigates objects and events to gain understanding.</i> SCI 1.2 Demonstrates curiosity about objects by touching and manipulating them. Asks one- to two-word questions. SCI 1.3 Investigates an object or group of objects in multiple ways. Recognizes a problem and asks for help. SCI 1.4 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.</p> <p>CA 4 Drama: <i>Participates in dramatic and symbolic play. Uses and creates props to represent other objects or ideas.</i> CA 4a.2 Mimics observed behaviors and words. CA 4a.3 Uses words, actions and props to pretend. CA 4a.4 Plays a role in group dramatic play. CA 4b.2 Mimics the use of familiar objects. CA 4b.3 Uses realistic toys as replacements for real objects. Distinguishes between real and pretend. CA 4b.4 Uses an object as a realistic replacement for a prop or real object.</p>
<p>LLP 3 yr.3.4 With prompting and support, show flexibility in approaching open-ended tasks (for example, be willing to experiment and risk trying out a new idea or approach).</p>	<p>SED 1 Self-Awareness: <i>Knows self and increases confidence. Expresses curiosity, preference and initiative.</i> SED 1a.3 Expresses ideas about self in relation to others. Expresses interests in trying tasks with help. SED 1a.4 Expresses interest in doing familiar tasks by self and expresses confidence in own abilities. SED 1a.5 Takes risks and pushes self to accomplish new tasks independently. SED 1b.3 Expresses likes and dislikes. SED 1b.4 When given two to three options, chooses his/her most desired option. SED 1b.5 Takes initiative to pursue interests. Describes and compares preferences of self and others.</p> <p>MR 7 Logic & Reasoning: <i>Recalls information, builds memory, reasoning and problem-solving skills.</i> MR 7.2 Experiments with cause and effect.</p>

	<p>MR 7.3 Asks why. Begins to understand how things are connected. Recognizes a problem and asks for help.</p> <p>MR 7.4 Plans steps to accomplish tasks and explores many possible solutions to a problem.</p> <p>SCI 1 Investigation & Inquiry: <i>Observes, inquires and investigates objects and events to gain understanding.</i></p> <p>SCI 1.2 Demonstrates curiosity about objects by touching and manipulating them. Asks one- to two-word questions.</p> <p>SCI 1.3 Investigates an object or group of objects in multiple ways. Recognizes a problem and asks for help.</p> <p>SCI 1.4 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.</p>
Utah's Core Standards for 4-Year-Olds	Curriculum Alignment
<p>LLP 4 yr.3.1 Ask and answer questions to seek additional information about materials, challenges, and activities they experience in their immediate environment to expand their knowledge and skills.</p>	<p>SED 4 Social Relationships: <i>Develops relationships with adults and peers. Participates cooperatively in groups. Identifies and respects differences in others.</i></p> <p>SED 4a.3 Identifies and plays side by side with a new or familiar person.</p> <p>SED 4a.4 Joins a group and participates in group play.</p> <p>SED 4a.5 Initiates play, conversations and interactions with one or more persons.</p> <p>SED 4b.3 Helps or participates in an activity when asked.</p> <p>SED 4b.4 Plays cooperatively with others and begins to share. Asks adult to help solve social problems.</p> <p>SED 4b.5 Identifies roles of self and others during tasks or pretend play. Offers to help others.</p> <p>SCI 1 Investigation & Inquiry: <i>Observes, inquires and investigates objects and events to gain understanding.</i></p> <p>SCI 1.2 Demonstrates curiosity about objects by touching and manipulating them. Asks one- to two-word questions.</p> <p>SCI 1.3 Investigates an object or group of objects in multiple ways. Recognizes a problem and asks for help.</p> <p>SCI 1.4 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.</p>
<p>LLP 4 yr.3.2 With prompting and support, display an increasing ability to engage in a variety of problem-solving strategies (for example, recognize cause and effect, use trial and error, make predictions, and identify steps for problem solving).</p>	<p>SED 4 Social Relationships: <i>Develops relationships with adults and peers. Participates cooperatively in groups. Identifies and respects differences in others.</i></p> <p>SED 4a.3 Identifies and plays side by side with a new or familiar person.</p>

	<p>SED 4a.4 Joins a group and participates in group play.</p> <p>SED 4a.5 Initiates play, conversations and interactions with one or more persons.</p> <p>SED 4b.3 Helps or participates in an activity when asked.</p> <p>SED 4b.4 Plays cooperatively with others and begins to share. Asks adult to help solve social problems.</p> <p>SED 4b.5 Identifies roles of self and others during tasks or pretend play. Offers to help others.</p> <p>MR 7 Logic & Reasoning: <i>Recalls information, builds memory, reasoning and problem-solving skills.</i></p> <p>MR 7.2 Experiments with cause and effect.</p> <p>MR 7.3 Asks why. Begins to understand how things are connected. Recognizes a problem and asks for help.</p> <p>MR 7.4 Plans steps to accomplish tasks and explores many possible solutions to a problem.</p> <p>CA 4 Drama: <i>Participates in dramatic and symbolic play. Uses and creates props to represent other objects or ideas.</i></p> <p>CA 4a.2 Mimics observed behaviors and words.</p> <p>CA 4a.3 Uses words, actions and props to pretend.</p> <p>CA 4a.4 Plays a role in group dramatic play.</p> <p>CA 4a.5 Assigns roles and plays out unscripted scenes in dramatic play.</p> <p>CA 4b.2 Mimics the use of familiar objects.</p> <p>CA 4b.3 Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.</p> <p>CA 4b.4 Uses an object as a realistic replacement for a prop or real object.</p> <p>CA 4b.5 Uses a combination of real and imaginary props or characters to play out a scene.</p>
<p>LLP 4 yr.3.3 Explore and use materials during play and exploration in new and different ways (for example, a cardboard box becomes a spaceship, racecar, or a cave).</p>	<p>SED 4 Social Relationships: <i>Develops relationships with adults and peers. Participates cooperatively in groups. Identifies and respects differences in others.</i></p> <p>SED 4a.3 Identifies and plays side by side with a new or familiar person.</p> <p>SED 4a.4 Joins a group and participates in group play.</p> <p>SED 4a.5 Initiates play, conversations and interactions with one or more persons.</p> <p>SED 4b.3 Helps or participates in an activity when asked.</p> <p>SED 4b.4 Plays cooperatively with others and begins to share. Asks adult to help solve social problems.</p> <p>SED 4b.5 Identifies roles of self and others during tasks or pretend play. Offers to help others.</p>

	<p>MR 7 Logic & Reasoning: <i>Recalls information, builds memory, reasoning and problem-solving skills.</i> MR 7.2 Experiments with cause and effect. MR 7.3 Asks why. Begins to understand how things are connected. Recognizes a problem and asks for help. MR 7.4 Plans steps to accomplish tasks and explores many possible solutions to a problem.</p> <p>CA 4 Drama: <i>Participates in dramatic and symbolic play. Uses and creates props to represent other objects or ideas.</i> CA 4a.2 Mimics observed behaviors and words. CA 4a.3 Uses words, actions and props to pretend. CA 4a.4 Plays a role in group dramatic play. CA 4a.5 Assigns roles and plays out unscripted scenes in dramatic play. CA 4b.2 Mimics the use of familiar objects. CA 4b.3 Uses realistic toys as replacements for real objects. Distinguishes between real and pretend. CA 4b.4 Uses an object as a realistic replacement for a prop or real object. CA 4b.5 Uses a combination of real and imaginary props or characters to play out a scene.</p>
<p>LLP 4 yr.3.4 Show flexibility in approaching open-ended tasks (for example, be willing to experiment and risk trying out a new idea or approach).</p>	<p>SED 4 Social Relationships: <i>Develops relationships with adults and peers. Participates cooperatively in groups. Identifies and respects differences in others.</i> SED 4a.3 Identifies and plays side by side with a new or familiar person. SED 4a.4 Joins a group and participates in group play. SED 4a.5 Initiates play, conversations and interactions with one or more persons. SED 4b.3 Helps or participates in an activity when asked. SED 4b.4 Plays cooperatively with others and begins to share. Asks adult to help solve social problems. SED 4b.5 Identifies roles of self and others during tasks or pretend play. Offers to help others.</p> <p>MR 7 Logic & Reasoning: <i>Recalls information, builds memory, reasoning and problem-solving skills.</i> MR 7.2 Experiments with cause and effect. MR 7.3 Asks why. Begins to understand how things are connected. Recognizes a problem and asks for help. MR 7.4 Plans steps to accomplish tasks and explores many possible solutions to a problem.</p>

	<p>CA 4 Drama: <i>Participates in dramatic and symbolic play. Uses and creates props to represent other objects or ideas.</i></p> <p>CA 4a.2 Mimics observed behaviors and words.</p> <p>CA 4a.3 Uses words, actions and props to pretend.</p> <p>CA 4a.4 Plays a role in group dramatic play.</p> <p>CA 4a.5 Assigns roles and plays out unscripted scenes in dramatic play.</p> <p>CA 4b.2 Mimics the use of familiar objects.</p> <p>CA 4b.3 Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.</p> <p>CA 4b.4 Uses an object as a realistic replacement for a prop or real object.</p> <p>CA 4b.5 Uses a combination of real and imaginary props or characters to play out a scene.</p>
Lifelong Learning Processes - Social Interaction and Development	
<p>Strand 4: Self-Awareness</p> <p><i>Children identify their personal characteristics and nurture self-confidence as they approach tasks actively</i></p>	
Utah's Core Standards for 3-Year-Olds	Curriculum Alignment
<p>LLP 3 yr.4.1 Demonstrate awareness of identity including personal information, characteristics, preferences, and abilities (for example, name, age, parent/caregiver, family members, gender, physical attributes, likes/dislikes).</p>	<p>SED 1 Self-Awareness: <i>Knows self and increases confidence. Expresses curiosity, preference and initiative.</i></p> <p>SED 1a.2 Recognizes self in photos or in a mirror.</p> <p>SED 1a.3 Expresses ideas about self in relation to others. Expresses interests in trying tasks with help.</p> <p>SED 1a.4 Expresses interest in doing familiar tasks by self and expresses confidence in own abilities.</p> <p>SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people.</p> <p>SED 1b.3 Expresses likes and dislikes.</p> <p>SED 1b.4 When given two to three options, chooses his/her most desired option..</p> <p>SS 1 Culture & Community: <i>Identifies community and family roles. Explores cultures and traditions. Respects diversity.</i></p> <p>SS 1a.2 Recognizes the difference between a familiar and unfamiliar person.</p> <p>SS 1a.3 Identifies familiar people and pets.</p> <p>SS 1a.4 Describes family members and their relationship to self. Identifies and role-plays familiar community helpers.</p> <p>SS 1b.2 With help, participates in family traditions and customs.</p> <p>SS 1b.3 Recognizes familiar symbols or artifacts of family traditions or</p>

	<p>customs.</p> <p>SS 1b.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community.</p> <p>SS 1c.2 Explores people and their features side by side in a book or a mirror.</p> <p>SS 1c.3 Identifies physical similarities and differences between self and others.</p> <p>SS 1c.4 Interacts respectfully with people who look, learn, believe or move differently than self.</p>
<p>LLP 3 yr.4.2 Participate in self-selected or organized activities by exploring learning materials including indoor and outdoor equipment (for example, independent choice of activities).</p>	<p>SED 1 Self-Awareness: <i>Knows self and increases confidence. Expresses curiosity, preference and initiative.</i></p> <p>SED 1a.2 Recognizes self in photos or in a mirror.</p> <p>SED 1a.3 Expresses ideas about self in relation to others. Expresses interests in trying tasks with help.</p> <p>SED 1a.4 Expresses interest in doing familiar tasks by self and expresses confidence in own abilities.</p> <p>SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people.</p> <p>SED 1b.3 Expresses likes and dislikes.</p> <p>SED 1b.4 When given two to three options, chooses his/her most desired option.</p> <p>SCI 2 Natural & Earth Science <i>Understanding living and nonliving things. Demonstrates knowledge of Earth's environment.</i></p> <p>SCI 2a.2 Plays with rocks, sand, dirt or water. Reacts to animals or insects in the immediate environment.</p> <p>SCI 2a.3 Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics.</p> <p>SCI 2a.4 Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move.</p> <p>SCI 2b.2 Understands hot and cold. Points at clouds and explores the feel of rain and wind.</p> <p>SCI 2b.3 Notices changes in temperature or weather.</p> <p>SCI 2b.4 Identifies the climate and weather in the immediate environment.</p> <p>SCI 2b.5 Identifies current season and explains how weather affects personal life.</p> <p>SS 2 Civics & Economics: <i>Follows rules, limits and expectations. Understands concepts of money and economics.</i></p> <p>SS 2a.2 Participates in communal activities.</p>

	<p>SS 2a.3 Recognizes and attends to authority figures.</p> <p>SS 2a.4 Follows familiar rules, routines and helps make group decisions. Expresses feelings about fairness.</p> <p>SS 2b.3 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.</p> <p>SS 2b.4 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.</p>
<p>LLP 3 yr.4.3 Begin to demonstrate awareness of personal boundaries (for example, move when asked to give another child personal space).</p>	<p>SED 3 Attention & Persistence: <i>Attends and engages. Shows flexibility and inventiveness.</i></p> <p>SED 3a.2 Attends to what others are looking at or pointing to.</p> <p>SED 3a.3 Focuses on an engaging activity for a short period of time independently or with an adult.</p> <p>SED 3a.4 Practices or repeats an activity many times until successful. Expresses delight over a successful project.</p> <p>SED 3b.3 Asserts a desire to start or end an activity. Asks for help as needed.</p> <p>SED 3b.4 Initiates an activity and seeks help to complete it.</p> <p>MR 2 Spatial Awareness: <i>Understands how objects move in space. Determines object location.</i></p> <p>MR 2a.3 Recognizes objects that are upside-down and turns them right-side up. Puts together three pieces to create a whole object.</p> <p>MR 2a.4 Matches two objects even if turned different ways. Uses a guide to assemble 12 puzzle pieces.</p> <p>MR 2b.2 Follows simple positional directions such as on/off, over/under and up/down.</p> <p>MR 2b.3 Finds or places objects next to, between, in front of or behind self.</p> <p>MR 2b.4 When prompted, places objects next to, between, in front of or behind objects not related to self.</p> <p>CA 2 Dance & Movement</p> <p><i>Expresses through dance. Develops movement techniques.</i></p> <p>CA 2a.2 Uses purposeful gestures and body language to communicate.</p> <p>CA 2b.3 Follows the movements of others. Explores personal space and direction.</p> <p>CA 2b.4 Describes and demonstrates multiple ways to move body parts. Moves to the beat.</p>

<p>LLP 3 yr.4.4 Communicate wants and needs with actions or words.</p>	<p>LLD 2 Communication (Expressive Language): <i>Uses verbal and nonverbal communication to express ideas . Uses conversational skills. Uses and expands vocabulary. Hears small units of sound.</i></p> <p>LLD 2a.2 Uses a few words, signs or word-like sounds to communicate.</p> <p>LLD 2a.3 Communicates needs, desires and ideas. Asks and responds to questions.</p> <p>LLD 2a.4 Asks simple questions and stays on topic for two to three exchanges.</p> <p>LLD 2b.2 Says one- to two-word sentences.</p> <p>LLD 2b.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille or verbalized words.</p> <p>LLD 2b.4 Speaks in sentences (with words, sign language) but does not always follow grammatical rules.</p> <p>CA 2 Dance & Movement <i>Expresses through dance. Develops movement techniques.</i></p> <p>CA 2a.2 Uses purposeful gestures and body language to communicate.</p>
<p>LLP 3 yr.4.5 Begin to contribute and take pride in the classroom.</p>	<p>SED 1 Self-Awareness: <i>Knows self and increases confidence. Expresses curiosity, preference and initiative.</i></p> <p>SED 1a.2 Recognizes self in photos or in a mirror.</p> <p>SED 1a.3 Expresses ideas about self in relation to others. Expresses interests in trying tasks with help.</p> <p>SED 1a.4 Expresses interest in doing familiar tasks by self and expresses confidence in own abilities.</p> <p>SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people.</p> <p>SED 1b.3 Expresses likes and dislikes.</p> <p>SED 1b.4 When given two to three options, chooses his/her most desired option.</p> <p>SS 1 Culture & Community: <i>Identifies community and family roles. Explores cultures and traditions. Respects diversity.</i></p> <p>SS 1a.4 Describes family members and their relationship to self. Identifies and role-plays familiar community helpers.</p> <p>SS 1b.3 Recognizes familiar symbols or artifacts of family traditions or customs.</p> <p>SS 1b.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community.</p>
<p>Utah's Core Standards for 4-Year-Olds</p>	<p>Curriculum Alignment</p>

<p>LLP 4 yr.4.1 Demonstrate awareness of one's own identity, including personal information, characteristics, preferences, and abilities (for example, name, age, parent/caregiver, family members, gender, physical attributes, likes/dislikes) and participate in respectful discussions about similarities and differences with others.</p>	<p>SED 1 Self-Awareness: <i>Knows self and increases confidence. Expresses curiosity, preference and initiative.</i></p> <p>SED 1a.2 Recognizes self in photos or in a mirror.</p> <p>SED 1a.3 Expresses ideas about self in relation to others. Expresses interests in trying tasks with help.</p> <p>SED 1a.4 Expresses interest in doing familiar tasks by self and expresses confidence in own abilities.</p> <p>SED 1a.5 Takes risks and pushes self to accomplish new tasks independently.</p> <p>SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people.</p> <p>SED 1b.3 Expresses likes and dislikes.</p> <p>SED 1b.4 When given two to three options, chooses his/her most desired option.</p> <p>SED 1b.5 Takes initiative to pursue interests. Describes and compares preferences of self and others.</p> <p>SS 1 Culture & Community: <i>Identifies community and family roles. Explores cultures and traditions. Respects diversity.</i></p> <p>SS 1a.2 Recognizes the difference between a familiar and unfamiliar person.</p> <p>SS 1a.3 Identifies familiar people and pets.</p> <p>SS 1a.4 Describes family members and their relationship to self. Identifies and role-plays familiar community helpers.</p> <p>SS 1a.5 Identifies roles of self and others and describes the job each may do.</p> <p>SS 1b.2 With help, participates in family traditions and customs.</p> <p>SS 1b.3 Recognizes familiar symbols or artifacts of family traditions or customs.</p> <p>SS 1b.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community.</p> <p>SS 1b.5 Explains the meaning and importance of their own traditions and customs. Begins to learn about other cultures.</p> <p>SS 1c.2 Explores people and their features side by side in a book or a mirror.</p> <p>SS 1c.3 Identifies physical similarities and differences between self and others.</p> <p>SS 1c.4 Interacts respectfully with people who look, learn, believe or move differently than self.</p> <p>SS 1c.5 Asks questions about how others live, eat, play and believe.</p>
<p>LLP 4 yr.4.2 Participate in self-selected or organized activities by exploring learning materials including outdoor equipment (for example, a child chooses</p>	<p>SED 1 Self-Awareness: <i>Knows self and increases confidence. Expresses curiosity, preference and initiative.</i></p>

paint or markers for artwork).

SED 1a.2 Recognizes self in photos or in a mirror.
SED 1a.3 Expresses ideas about self in relation to others. Expresses interests in trying tasks with help.
SED 1a.4 Expresses interest in doing familiar tasks by self and expresses confidence in own abilities.
SED 1a.5 Takes risks and pushes self to accomplish new tasks independently.
SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people.
SED 1b.3 Expresses likes and dislikes.
SED 1b.4 When given two to three options, chooses his/her most desired option.
SED 1b.5 Takes initiative to pursue interests. Describes and compares preferences of self and others.

SCI 2 Natural & Earth Science: *Understanding living and nonliving things. Demonstrates knowledge of Earth's environment.*

SCI 2a.2 Plays with rocks, sand, dirt or water. Reacts to animals or insects in the immediate environment.
SCI 2a.3 Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics.
SCI 2a.4 Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move.
SCI 2a.5 Recognizes that all living things have similar basic needs. Sorts organisms as living or nonliving and explains why.
SCI 2b.2 Understands hot and cold. Points at clouds and explores the feel of rain and wind.
SCI 2b.3 Notices changes in temperature or weather.
SCI 2b.4 Identifies the climate and weather in the immediate environment.
SCI 2b.5 Identifies current season and explains how weather affects personal life.

SS 2 Civics & Economics: *Follows rules, limits and expectations. Understands concepts of money and economics.*

SS 2a.2 Participates in communal activities.
SS 2a.3 Recognizes and attends to authority figures.
SS 2a.4 Follows familiar rules, routines and helps make group decisions. Expresses feelings about fairness.
SS 2a.5 Applies familiar rules and suggests new rules in a variety of situations.
SS 2b.3 Expresses choice or want and realizes s/he has interests and

	<p>desires different from others. Recognizes ownership of familiar objects. Explores the concept of trade.</p> <p>SS 2b.4 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.</p> <p>SS 2b.5 Explores the use of trade of both goods and money to receive/buy objects or services.</p>
<p>LLP 4 yr.4.3 Begin to maintain personal boundaries while participating in movement or daily classroom activities.</p>	<p>SED 3 Attention & Persistence: <i>Attends and engages. Shows flexibility and inventiveness.</i></p> <p>SED 3a.2 Attends to what others are looking at or pointing to.</p> <p>SED 3a.3 Focuses on an engaging activity for a short period of time independently or with an adult.</p> <p>SED 3a.4 Practices or repeats an activity many times until successful. Expresses delight over a successful project.</p> <p>SED 3a.5 Sustains focus for at least five minutes, persisting even if there are problems or distractions.</p> <p>SED 3b.3 Asserts a desire to start or end an activity. Asks for help as needed.</p> <p>SED 3b.4 Initiates an activity and seeks help to complete it.</p> <p>SED 3b.5 Demonstrates flexibility and imagination while working on a task.</p> <p>MR 2 Spatial Awareness: <i>Understands how objects move in space. Determines object location.</i></p> <p>MR 2a.3 Recognizes objects that are upside-down and turns them right-side up. Puts together three pieces to create a whole object.</p> <p>MR 2a.4 Matches two objects even if turned different ways. Uses a guide to assemble 12 puzzle pieces.</p> <p>MR 2b.2 Follows simple positional directions such as on/off, over/under and up/down.</p> <p>MR 2b.3 Finds or places objects next to, between, in front of or behind self.</p> <p>MR 2b.4 When prompted, places objects next to, between, in front of or behind objects not related to self.</p> <p>MR 2b.5 Explains the location of an object in relation to another object.</p> <p>CA 2 Dance & Movement</p> <p><i>Expresses through dance. Develops movement techniques.</i></p> <p>CA 2a.2 Uses purposeful gestures and body language to communicate.</p> <p>CA 2b.3 Follows the movements of others. Explores personal space and direction.</p> <p>CA 2b.4 Describes and demonstrates multiple ways to move body parts. Moves to the beat.</p>
<p>LLP 4 yr.4.4 Communicate wants and needs including thoughts and feelings</p>	<p>LLD 2 Communication (Expressive Language): <i>Uses verbal and nonverbal</i></p>

<p>with actions or words.</p>	<p><i>communication to express ideas . Uses conversational skills. Uses and expands vocabulary. Hears small units of sound.</i></p> <p>LLD 2a.2 Uses a few words, signs or word-like sounds to communicate.</p> <p>LLD 2a.3 Communicates needs, desires and ideas. Asks and responds to questions.</p> <p>LLD 2a.4 Asks simple questions and stays on topic for two to three exchanges.</p> <p>LLD 2b.2 Says one- to two-word sentences.</p> <p>LLD 2b.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille or verbalized words.</p> <p>LLD 2b.4 Speaks in sentences (with words, sign language) but does not always follow grammatical rules.</p> <p>CA 2 Dance & Movement: <i>Expresses through dance. Develops movement techniques.</i></p> <p>CA 2a.2 Uses purposeful gestures and body language to communicate.</p>
<p>LLP 4 yr.4.5 Begin to contribute and take pride in the classroom community (for example, volunteer to help others). community (for example, participate in classroom jobs).</p>	<p>SED 1 Self-Awareness: <i>Knows self and increases confidence. Expresses curiosity, preference and initiative.</i></p> <p>SED 1a.2 Recognizes self in photos or in a mirror.</p> <p>SED 1a.3 Expresses ideas about self in relation to others. Expresses interests in trying tasks with help.</p> <p>SED 1a.4 Expresses interest in doing familiar tasks by self and expresses confidence in own abilities.</p> <p>SED 1a.5 Takes risks and pushes self to accomplish new tasks independently.</p> <p>SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people.</p> <p>SED 1b.3 Expresses likes and dislikes.</p> <p>SED 1b.4 When given two to three options, chooses his/her most desired option.</p> <p>SED 1b.5 Takes initiative to pursue interests. Describes and compares preferences of self and others.</p> <p>SS 1 Culture & Community: <i>Identifies community and family roles. Explores cultures and traditions. Respects diversity.</i></p> <p>SS 1a.4 Describes family members and their relationship to self. Identifies and role-plays familiar community helpers.</p> <p>SS 1a.5 Identifies roles of self and others and describes the job each may do.</p> <p>SS 1b.3 Recognizes familiar symbols or artifacts of family traditions or customs.</p>

	<p>SS 1b.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community.</p> <p>SS 1b.5 Explains the meaning and importance of their own traditions and customs. Begins to learn about other cultures.</p>
<p>Strand 5: Emotions</p> <p><i>Children identify and regulate their emotions, manage stress, and show self-discipline as well as recognize the emotional experiences of others. Emotions are included in the Health Education Standards in our imperative to Lifelong Learning Practices. The Emotional Health Standards found in Health Education Strand 3 are Incorporated below.</i></p>	
Utah's Core Standards for 3-Year-Olds	Curriculum Alignment
<p>LLP 3 yr.5.1 In familiar settings, separate and reunite with parent or caregiver with minimal distress (for example, a child separates from a caregiver without crying).</p>	<p>SED 2 Self-Regulation: <i>Identifies emotions. Manages feelings and behavior. Follows routines and transitions.</i></p> <p>SED 2b.2 Soothes self by seeking a familiar adult or thing.</p> <p>SED 2b.3 Mimics breathing and calming strategies. Practices waiting for a turn.</p> <p>SED 2b.4 Controls impulses with reminders.</p> <p>SED 2c.2 Cooperates during familiar routines and familiar activities.</p> <p>SED 2c.3 Recognizes a familiar activity or routine. Redirects to a new activity with help.</p> <p>SED 4 Social Relationships: <i>Develops relationships with adults and peers. Participates cooperatively in groups. Identifies and respects differences in others.</i></p> <p>SED 4a.2 Greets and stays near familiar people.</p> <p>SED 4a.3 Identifies and plays side by side with a new or familiar person.</p> <p>SED 4a.4 Joins a group and participates in group play.</p> <p>LLD 2 Communication (Expressive Language): <i>Uses verbal and nonverbal communication to express ideas . Uses conversational skills. Uses and expands vocabulary. Hears small units of sound.</i></p> <p>LLD 2c.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.</p> <p>LLD 2c.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p> <p>SS 1 Culture & Community: <i>Identifies community and family roles. Explores cultures and traditions. Respects diversity.</i></p> <p>SS 1a.2 Recognizes the difference between a familiar and unfamiliar person.</p> <p>SS 1a.3 Identifies familiar people and pets.</p>

	<p>SS 1a.4 Describes family members and their relationship to self. Identifies and role-plays familiar community helpers.</p>
<p>LLP 3 yr.5.2 Recognize that different feelings are experienced throughout the day.</p>	<p>SED 2 Self-Regulation: <i>Identifies emotions. Manages feelings and behavior. Follows routines and transitions.</i></p> <p>SED 2a.2 Show a range of emotions with facial expressions and gestures.</p> <p>SED 2a.3 Experiments and role-plays with a range of emotions.</p> <p>SED 2a.4 Recognizes and names a few personal feelings.</p> <p>SED 2b.2 Soothes self by seeking a familiar adult or thing.</p> <p>SED 2b.3 Mimics breathing and calming strategies. Practices waiting for a turn.</p> <p>SED 2b.4 Controls impulses with reminders.</p> <p>SED 2c.2 Cooperates during familiar routines and familiar activities.</p> <p>SED 2c.3 Recognizes a familiar activity or routine. Redirects to a new activity with help.</p> <p>SED 2c.4 Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change.</p>
<p>HE 3 yr.3.1 With prompting and support, express, identify, and label emotions (for example, happy, sad, angry, afraid) and feelings (for example, thirsty, hungry, hot, cold, tired).</p>	<p>SED 1 Self-Awareness: <i>Knows self and increases confidence. Expresses curiosity, preference and initiative.</i></p> <p>SED 1a.3 Expresses ideas about self in relation to others. Expresses interests in trying tasks with help.</p> <p>SED 1a.4 Expresses interest in doing familiar tasks by self and expresses confidence in own abilities.</p> <p>SED 1b.3 Expresses likes and dislikes.</p> <p>SED 2 Self-Regulation: <i>Identifies emotions. Manages feelings and behavior. Follows routines and transitions.</i></p> <p>SED 2a.2 Show a range of emotions with facial expressions and gestures.</p> <p>SED 2a.3 Experiments and role-plays with a range of emotions.</p> <p>SED 2a.4 Recognizes and names a few personal feelings.</p> <p>SED 2b.3 Mimics breathing and calming strategies. Practices waiting for a turn.</p> <p>SED 2b.4 Controls impulses with reminders.</p> <p>SED 4 Social Relationships: <i>Develops relationships with adults and peers. Participates cooperatively in groups. Identifies and respects differences in others.</i></p> <p>SED 4b.4 Plays cooperatively with others and begins to share. Asks adult to help solve social problems.</p> <p>SED 4c.3 Identifies emotions of others. Demonstrates concern for others.</p>

	<p>SED 4c.4 Explains how and why someone may be feeling a certain emotion. Participates in group play with those different than self.</p>
<p>HE 3 yr.3.2 With prompting and support, begin to demonstrate methods to calm down (for example, deep breathing, count to ten, mindfulness).</p>	<p>SED 1 Self-Awareness: <i>Knows self and increases confidence. Expresses curiosity, preference and initiative.</i> SED 1a.3 Expresses ideas about self in relation to others. Expresses interests in trying tasks with help. SED 1a.4 Expresses interest in doing familiar tasks by self and expresses confidence in own abilities. SED 1b.3 Expresses likes and dislikes.</p> <p>SED 2 Self-Regulation: <i>Identifies emotions. Manages feelings and behavior. Follows routines and transitions.</i> SED 2a.2 Show a range of emotions with facial expressions and gestures. SED 2a.3 Experiments and role-plays with a range of emotions. SED 2a.4 Recognizes and names a few personal feelings. SED 2b.3 Mimics breathing and calming strategies. Practices waiting for a turn. SED 2b.4 Controls impulses with reminders.</p> <p>SED 4 Social Relationships: <i>Develops relationships with adults and peers. Participates cooperatively in groups. Identifies and respects differences in others.</i> SED 4b.4 Plays cooperatively with others and begins to share. Asks adult to help solve social problems. SED 4c.3 Identifies emotions of others. Demonstrates concern for others. SED 4c.4 Explains how and why someone may be feeling a certain emotion. Participates in group play with those different than self.</p>
<p>HE 3 yr.3.3 With prompting and support, begin to develop self-control by regulating one's own impulses and feelings, following simple directions, waiting for turns, transitioning between activities, and complying with limitations.</p>	<p>SED 1 Self-Awareness: <i>Knows self and increases confidence. Expresses curiosity, preference and initiative.</i> SED 1a.3 Expresses ideas about self in relation to others. Expresses interests in trying tasks with help. SED 1a.4 Expresses interest in doing familiar tasks by self and expresses confidence in own abilities. SED 1b.3 Expresses likes and dislikes.</p> <p>SED 2 Self-Regulation: <i>Identifies emotions. Manages feelings and behavior. Follows routines and transitions.</i> SED 2a.2 Show a range of emotions with facial expressions and gestures. SED 2a.3 Experiments and role-plays with a range of emotions. SED 2a.4 Recognizes and names a few personal feelings.</p>

	<p>SED 2b.3 Mimics breathing and calming strategies. Practices waiting for a turn.</p> <p>SED 2b.4 Controls impulses with reminders.</p> <p>SED 4 Social Relationships: <i>Develops relationships with adults and peers. Participates cooperatively in groups. Identifies and respects differences in others.</i></p> <p>SED 4b.4 Plays cooperatively with others and begins to share. Asks adult to help solve social problems.</p> <p>SED 4c.3 Identifies emotions of others. Demonstrates concern for others.</p> <p>SED 4c.4 Explains how and why someone may be feeling a certain emotion. Participates in group play with those different than self.</p>
Utah's Core Standards for 4-Year-Olds	Curriculum Alignment
<p>LLP 4 yr.5.1 Separate and reunite with parents or caregivers without stress.</p>	<p>SED 2 Self-Regulation: <i>Identifies emotions. Manages feelings and behavior. Follows routines and transitions.</i></p> <p>SED 2b.2 Soothes self by seeking a familiar adult or thing.</p> <p>SED 2b.3 Mimics breathing and calming strategies. Practices waiting for a turn.</p> <p>SED 2b.4 Controls impulses with reminders.</p> <p>SED 2b.5 Uses strategies to manage behavior. Anticipates a change in routine and begins to prepare self by finding a desired thing or person.</p> <p>SED 2c.2 Cooperates during familiar routines and familiar activities.</p> <p>SED 2c.3 Recognizes a familiar activity or routine. Redirects to a new activity with help.</p> <p>SED 2c.4 Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change.</p> <p>SED 2c.5 Follows daily routines on own. With support, negotiates ways to handle nonroutine transitions.</p> <p>SED 4 Social Relationships: <i>Develops relationships with adults and peers. Participates cooperatively in groups. Identifies and respects differences in others.</i></p> <p>SED 4a.2 Greets and stays near familiar people.</p> <p>SED 4a.3 Identifies and plays side by side with a new or familiar person.</p> <p>SED 4a.4 Joins a group and participates in group play.</p> <p>SED 4a.5 Initiates play, conversations and interactions with one or more persons.</p>

	<p>LLD 2 Communication (Expressive Language): <i>Uses verbal and nonverbal communication to express ideas . Uses conversational skills. Uses and expands vocabulary. Hears small units of sound.</i></p> <p>LLD 2c.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.</p> <p>LLD 2c.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p> <p>LLD 2c.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.</p> <p>SS 1 Culture & Community: <i>Identifies community and family roles. Explores cultures and traditions. Respects diversity.</i></p> <p>SS 1a.2 Recognizes the difference between a familiar and unfamiliar person.</p> <p>SS 1a.3 Identifies familiar people and pets.</p> <p>SS 1a.4 Describes family members and their relationship to self. Identifies and role-plays familiar community helpers.</p> <p>SS 1a.5 Identifies roles of self and others and describes the job each may do.</p>
<p>LLP 4 yr.5.2 Recognize that feelings can change and different feelings are experienced throughout the day</p>	<p>SED 2 Self-Regulation: <i>Identifies emotions. Manages feelings and behavior. Follows routines and transitions.</i></p> <p>SED 2a.2 Show a range of emotions with facial expressions and gestures.</p> <p>SED 2a.3 Experiments and role-plays with a range of emotions.</p> <p>SED 2a.4 Recognizes and names a few personal feelings.</p> <p>SED 2a.5 Identifies and describes personal feelings.</p> <p>SED 2b.2 Soothes self by seeking a familiar adult or thing.</p> <p>SED 2b.3 Mimics breathing and calming strategies. Practices waiting for a turn.</p> <p>SED 2b.4 Controls impulses with reminders.</p> <p>SED 2b.5 Uses strategies to manage behavior. Anticipates a change in routine and begins to prepare self by finding a desired thing or person.</p> <p>SED 2c.2 Cooperates during familiar routines and familiar activities.</p> <p>SED 2c.3 Recognizes a familiar activity or routine. Redirects to a new activity with help.</p> <p>SED 2c.4 Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change.</p> <p>SED 2c.5 Follows daily routines on own. With support, negotiates ways to handle nonroutine transitions.</p>
<p>HE 4 yr.3.1 Express, identify, and label emotions of self and others (for example, happy, sad, angry, afraid, frustrated, bored) and feelings (for example, thirsty, hungry, hot, cold, tired).</p>	<p>SED 1 Self-Awareness: <i>Knows self and increases confidence. Expresses curiosity, preference and initiative.</i></p> <p>SED 1a.3 Expresses ideas about self in relation to others. Expresses interests in trying tasks with help.</p>

	<p>SED 1a.4 Expresses interest in doing familiar tasks by self and expresses confidence in own abilities. SED 1b.3 Expresses likes and dislikes. SED 1b.4 When given two to three options, chooses his/her most desired option.</p> <p>SED 2 Self-Regulation: <i>Identifies emotions. Manages feelings and behavior. Follows routines and transitions.</i> SED 2a.2 Show a range of emotions with facial expressions and gestures. SED 2a.3 Experiments and role-plays with a range of emotions. SED 2a.4 Recognizes and names a few personal feelings. SED 2a.5 Identifies and describes personal feelings. SED 2b.3 Mimics breathing and calming strategies. Practices waiting for a turn. SED 2b.4 Controls impulses with reminders. SED 2b.5 Uses strategies to manage behavior. Anticipates a change in routine and begins to prepare self by finding a desired thing or person.</p> <p>SED 4 Social Relationships: <i>Develops relationships with adults and peers. Participates cooperatively in groups. Identifies and respects differences in others.</i> SED 4b.4 Plays cooperatively with others and begins to share. Asks adult to help solve social problems. SED 4b.5 Identifies roles of self and others during tasks or pretend play. Offers to help others. SED 4c.3 Identifies emotions of others. Demonstrates concern for others. SED 4c.4 Explains how and why someone may be feeling a certain emotion. Participates in group play with those different than self. SED 4c.5 Shows interest in learning about and interacting with peers who look, learn, believe or move differently.</p>
<p>HE 4 yr.3.2 With prompting and support, begin to demonstrate methods to calm down (for example, deep breathing, count to ten, mindfulness).</p>	<p>SED 1 Self-Awareness: <i>Knows self and increases confidence. Expresses curiosity, preference and initiative.</i> SED 1a.3 Expresses ideas about self in relation to others. Expresses interests in trying tasks with help. SED 1a.4 Expresses interest in doing familiar tasks by self and expresses confidence in own abilities. SED 1b.3 Expresses likes and dislikes. SED 1b.4 When given two to three options, chooses his/her most desired option.</p>

	<p>SED 2 Self-Regulation: <i>Identifies emotions. Manages feelings and behavior. Follows routines and transitions.</i></p> <p>SED 2a.2 Show a range of emotions with facial expressions and gestures.</p> <p>SED 2a.3 Experiments and role-plays with a range of emotions.</p> <p>SED 2a.4 Recognizes and names a few personal feelings.</p> <p>SED 2a.5 Identifies and describes personal feelings.</p> <p>SED 2b.3 Mimics breathing and calming strategies. Practices waiting for a turn.</p> <p>SED 2b.4 Controls impulses with reminders.</p> <p>SED 2b.5 Uses strategies to manage behavior. Anticipates a change in routine and begins to prepare self by finding a desired thing or person.</p> <p>SED 4 Social Relationships: <i>Develops relationships with adults and peers. Participates cooperatively in groups. Identifies and respects differences in others.</i></p> <p>SED 4b.4 Plays cooperatively with others and begins to share. Asks adult to help solve social problems.</p> <p>SED 4b.5 Identifies roles of self and others during tasks or pretend play. Offers to help others.</p> <p>SED 4c.3 Identifies emotions of others. Demonstrates concern for others.</p> <p>SED 4c.4 Explains how and why someone may be feeling a certain emotion. Participates in group play with those different than self.</p> <p>SED 4c.5 Shows interest in learning about and interacting with peers who look, learn, believe or move differently.</p>
<p>HE 4 yr.3.3 With prompting and support, develop and practice self-control by regulating one's own impulses and feelings, following simple directions, waiting for turns, transitioning between activities, and complying with limitations.</p>	<p>SED 1 Self-Awareness: <i>Knows self and increases confidence. Expresses curiosity, preference and initiative.</i></p> <p>SED 1a.3 Expresses ideas about self in relation to others. Expresses interests in trying tasks with help.</p> <p>SED 1a.4 Expresses interest in doing familiar tasks by self and expresses confidence in own abilities.</p> <p>SED 1b.3 Expresses likes and dislikes.</p> <p>SED 1b.4 When given two to three options, chooses his/her most desired option.</p> <p>SED 2 Self-Regulation: <i>Identifies emotions. Manages feelings and behavior. Follows routines and transitions.</i></p> <p>SED 2a.2 Show a range of emotions with facial expressions and gestures.</p> <p>SED 2a.3 Experiments and role-plays with a range of emotions.</p> <p>SED 2a.4 Recognizes and names a few personal feelings.</p> <p>SED 2a.5 Identifies and describes personal feelings.</p>

	<p>SED 2b.3 Mimics breathing and calming strategies. Practices waiting for a turn.</p> <p>SED 2b.4 Controls impulses with reminders.</p> <p>SED 2b.5 Uses strategies to manage behavior. Anticipates a change in routine and begins to prepare self by finding a desired thing or person.</p> <p>SED 4 Social Relationships: <i>Develops relationships with adults and peers. Participates cooperatively in groups. Identifies and respects differences in others.</i></p> <p>SED 4b.4 Plays cooperatively with others and begins to share. Asks adult to help solve social problems.</p> <p>SED 4b.5 Identifies roles of self and others during tasks or pretend play. Offers to help others.</p> <p>SED 4c.3 Identifies emotions of others. Demonstrates concern for others.</p> <p>SED 4c.4 Explains how and why someone may be feeling a certain emotion. Participates in group play with those different than self.</p> <p>SED 4c.5 Shows interest in learning about and interacting with peers who look, learn, believe or move differently.</p>
<p>Strand 6: Relationships</p> <p><i>Children develop relationships through communication and social engagement. Children begin to learn to cooperate and resolve conflict with peers and adults</i></p>	
<p>Communication</p> <p><i>Communication begins with awareness of others, learning social cues, and building relationships. Healthy relationships are included in the Health Standards and are imperative to Lifelong Learning Practices. The Relationship Standards found in Health Education Strand 2 are Incorporated below.</i></p>	
Utah's Core Standards for 3-Year-Olds	Curriculum Alignment
<p>LLP 3 yr.6.1 With prompting and support, begin to respond appropriately to the tone of voice, facial expressions, and gestures of peers and adults.</p>	<p>SED 4 Social Relationships: <i>Develops relationships with adults and peers. Participates cooperatively in groups. Identifies and respects differences in others.</i></p> <p>SED 4a.2 Greets and stays near familiar people.</p> <p>SED 4a.3 Identifies and plays side by side with a new or familiar person.</p> <p>SED 4a.4 Joins a group and participates in group play.</p> <p>SED 4b.2 Mimics actions of others.</p> <p>SED 4b.3 Helps or participates in an activity when asked.</p> <p>SED 4b.4 Plays cooperatively with others and begins to share. Asks adult to help solve social problems.</p> <p>SED 4c.3 Identifies emotions of others. Demonstrates concern for others.</p> <p>SED 4c.4 Explains how and why someone may be feeling a certain emotion. Participates in group play with those different than self.</p>

LLD 1 Listening (Receptive Language): *Understands and interprets language (both words and gestures). Follow directions.*

LLD 1a.2 Shows understanding of a variety of single familiar words. Points at named objects or body parts.

LLD 1a.3 Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions.

LLD 1a.4 Listens then responds appropriately. Shows understanding of some complex vocabulary. Asks for clarification when doesn't understand.

LLD 1b.3 Follows related two-step directions given verbally.

LLD 1b.4 Follows unrelated two-step directions given verbally.

LLD 2 Communication (Expressive Language): *Uses verbal and nonverbal communication to express ideas . Uses conversational skills. Uses and expands vocabulary. Hears small units of sound.*

LLD 2a.2 Uses a few words, signs or word-like sounds to communicate.

LLD 2a.3 Communicates needs, desires and ideas. Asks and responds to questions.

LLD 2a.4 Asks simple questions and stays on topic for two to three exchanges.

LLD 2b.2 Says one- to two-word sentences.

LLD 2b.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille or verbalized words.

LLD 2b.4 Speaks in sentences (with words, sign language) but does not always follow grammatical rules.

LLD 2c.2 Repeats words heard frequently in environment.

LLD 2c.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.

LLD 2c.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.

SS 1 Culture & Community: *Identifies community and family roles. Explores cultures and traditions. Respects diversity.*

SS 1a.3 Identifies familiar people and pets.

SS 1a.4 Describes family members and their relationship to self. Identifies and role-plays familiar community helpers.

SS 1b.2 With help, participates in family traditions and customs.

SS 1b.3 Recognizes familiar symbols or artifacts of family traditions or customs.

SS 1b.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community.

LLP 3 yr.6.2 With prompting and support, begin to participate in back and forth conversation with peers or adults.

SED 4 Social Relationships: *Develops relationships with adults and peers. Participates cooperatively in groups. Identifies and respects differences in others.*

SED 4a.2 Greets and stays near familiar people.

SED 4a.3 Identifies and plays side by side with a new or familiar person.

SED 4a.4 Joins a group and participates in group play.

SED 4b.2 Mimics actions of others.

SED 4b.3 Helps or participates in an activity when asked.

SED 4b.4 Plays cooperatively with others and begins to share. Asks adult to help solve social problems.

SED 4c.3 Identifies emotions of others. Demonstrates concern for others.

SED 4c.4 Explains how and why someone may be feeling a certain emotion. Participates in group play with those different than self.

LLD 1 Listening (Receptive Language): *Understands and interprets language (both words and gestures). Follow directions.*

LLD 1a.2 Shows understanding of a variety of single familiar words. Points at named objects or body parts.

LLD 1a.3 Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions.

LLD 1a.4 Listens then responds appropriately. Shows understanding of some complex vocabulary. Asks for clarification when doesn't understand.

LLD 1b.3 Follows related two-step directions given verbally.

LLD 1b.4 Follows unrelated two-step directions given verbally.

LLD 2 Communication (Expressive Language): *Uses verbal and nonverbal communication to express ideas . Uses conversational skills. Uses and expands vocabulary. Hears small units of sound.*

LLD 2a.2 Uses a few words, signs or word-like sounds to communicate.

LLD 2a.3 Communicates needs, desires and ideas. Asks and responds to questions.

LLD 2a.4 Asks simple questions and stays on topic for two to three exchanges.

LLD 2b.2 Says one- to two-word sentences.

LLD 2b.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille or verbalized words.

LLD 2b.4 Speaks in sentences (with words, sign language) but does not always follow grammatical rules.

LLD 2c.2 Repeats words heard frequently in environment.

LLD 2c.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.

	<p>LLD 2c.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p> <p>SS 1 Culture & Community: <i>Identifies community and family roles. Explores cultures and traditions. Respects diversity.</i></p> <p>SS 1a.3 Identifies familiar people and pets.</p> <p>SS 1a.4 Describes family members and their relationship to self. Identifies and role-plays familiar community helpers.</p> <p>SS 1b.2 With help, participates in family traditions and customs.</p> <p>SS 1b.3 Recognizes familiar symbols or artifacts of family traditions or customs.</p> <p>SS 1b.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community.</p>
<p>HE 3 yr.2.2 Identify and practice how to make friends and be a good friend by calling peers by name and engaging in parallel play.</p>	<p>SED 4 Social Relationships: <i>Develops relationships with adults and peers. Participates cooperatively in groups. Identifies and respects differences in others.</i></p> <p>SED 4a.2 Greets and stays near familiar people.</p> <p>SED 4a.3 Identifies and plays side by side with a new or familiar person.</p> <p>SED 4a.4 Joins a group and participates in group play.</p> <p>SED 4b.3 Helps or participates in an activity when asked.</p> <p>SED 4b.4 Plays cooperatively with others and begins to share. Asks adult to help solve social problems.</p> <p>SED 4c.3 Identifies emotions of others. Demonstrates concern for others.</p> <p>SED 4c.4 Explains how and why someone may be feeling a certain emotion. Participates in group play with those different than self.</p> <p>LLD 2 Communication (Expressive Language) <i>Uses verbal and nonverbal communication to express ideas . Uses conversational skills. Uses and expands vocabulary. Hears small units of sound.</i></p> <p>LLD 2a.3 Communicates needs, desires and ideas. Asks and responds to questions.</p> <p>LLD 2a.4 Asks simple questions and stays on topic for two to three exchanges.</p> <p>LLD 2b.2 Says one- to two-word sentences.</p> <p>LLD 2b.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille or verbalized words.</p> <p>LLD 2b.4 Speaks in sentences (with words, sign language) but does not always follow grammatical rules.</p> <p>LLD 2c.2 Repeats words heard frequently in environment.</p>

	<p>LLD 2c.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.</p> <p>LLD 2c.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p>
Utah's Core Standards for 4-Year-Olds	Curriculum Alignment
<p>LLP 4 yr.6.1 With prompting and support, respond appropriately to the tone of voice, facial expressions, and gestures of peers and adults.</p>	<p>SED 4 Social Relationships: <i>Develops relationships with adults and peers. Participates cooperatively in groups. Identifies and respects differences in others.</i></p> <p>SED 4a.2 Greets and stays near familiar people.</p> <p>SED 4a.3 Identifies and plays side by side with a new or familiar person.</p> <p>SED 4a.4 Joins a group and participates in group play.</p> <p>SED 4a.5 Initiates play, conversations and interactions with one or more persons.</p> <p>SED 4b.2 Mimics actions of others.</p> <p>SED 4b.3 Helps or participates in an activity when asked.</p> <p>SED 4b.4 Plays cooperatively with others and begins to share. Asks adult to help solve social problems.</p> <p>SED 4b.5 Identifies roles of self and others during tasks or pretend play. Offers to help others.</p> <p>SED 4c.3 Identifies emotions of others. Demonstrates concern for others.</p> <p>SED 4c.4 Explains how and why someone may be feeling a certain emotion. Participates in group play with those different than self.</p> <p>SED 4c.5 Shows interest in learning about and interacting with peers who look, learn, believe or move differently.</p> <p>LLD 1 Listening (Receptive Language): <i>Understands and interprets language (both words and gestures). Follow directions.</i></p> <p>LLD 1a.2 Shows understanding of a variety of single familiar words. Points at named objects or body parts.</p> <p>LLD 1a.3 Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions.</p> <p>LLD 1a.4 Listens then responds appropriately. Shows understanding of some complex vocabulary. Asks for clarification when doesn't understand.</p> <p>LLD 1a.5 Listens and understands inferred requests.</p> <p>LLD 1b.3 Follows related two-step directions given verbally.</p> <p>LLD 1b.4 Follows unrelated two-step directions given verbally.</p> <p>LLD 1b.5 With prompting, follows multi-step directions given verbally.</p>

	<p>LLD 2 Communication (Expressive Language): <i>Uses verbal and nonverbal communication to express ideas . Uses conversational skills. Uses and expands vocabulary. Hears small units of sound.</i></p> <p>LLD 2a.2 Uses a few words, signs or word-like sounds to communicate.</p> <p>LLD 2a.3 Communicates needs, desires and ideas. Asks and responds to questions.</p> <p>LLD 2a.4 Asks simple questions and stays on topic for two to three exchanges.</p> <p>LLD 2a.5 Tells stories and engages in conversations through multiple exchanges.</p> <p>LLD 2b.2 Says one- to two-word sentences.</p> <p>LLD 2b.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille or verbalized words.</p> <p>LLD 2b.4 Speaks in sentences (with words, sign language) but does not always follow grammatical rules.</p> <p>LLD 2b.5 Speaks in simple complete sentences using sign language, braille, a second language or technology. Uses question words in speech.</p> <p>LLD 2c.2 Repeats words heard frequently in environment.</p> <p>LLD 2c.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.</p> <p>LLD 2c.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p> <p>LLD 2c.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.</p> <p>SS 1 Culture & Community: <i>Identifies community and family roles. Explores cultures and traditions. Respects diversity.</i></p> <p>SS 1a.3 Identifies familiar people and pets.</p> <p>SS 1a.4 Describes family members and their relationship to self. Identifies and role-plays familiar community helpers.</p> <p>SS 1a.5 Identifies roles of self and others and describes the job each may do.</p> <p>SS 1b.2 With help, participates in family traditions and customs.</p> <p>SS 1b.3 Recognizes familiar symbols or artifacts of family traditions or customs.</p> <p>SS 1b.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community.</p> <p>SS 1b.5 Explains the meaning and importance of their own traditions and customs. Begins to learn about other cultures.</p>
<p>LLP 4 yr.6.2 With prompting and support, communicate with others by attending to and responding to peers and adults individually or in a group (for example, taking turns in conversation).</p>	<p>LLD 2 Communication (Expressive Language): <i>Uses verbal and nonverbal communication to express ideas . Uses conversational skills. Uses and expands vocabulary. Hears small units of sound.</i></p>

	<p>LLD 2a.2 Uses a few words, signs or word-like sounds to communicate.</p> <p>LLD 2a.3 Communicates needs, desires and ideas. Asks and responds to questions.</p> <p>LLD 2a.4 Asks simple questions and stays on topic for two to three exchanges.</p> <p>LLD 2a.5 Tells stories and engages in conversations through multiple exchanges.</p> <p>LLD 2b.2 Says one- to two-word sentences.</p> <p>LLD 2b.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille or verbalized words.</p> <p>LLD 2b.4 Speaks in sentences (with words, sign language) but does not always follow grammatical rules.</p> <p>LLD 2b.5 Speaks in simple complete sentences using sign language, braille, a second language or technology. Uses question words in speech.</p> <p>LLD 2c.2 Repeats words heard frequently in environment.</p> <p>LLD 2c.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.</p> <p>LLD 2c.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p> <p>LLD 2c.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.</p>
<p>HE 4 yr.2.2 Identify and practice how to make friends and be a good friend by developing friendships with peers and participating in cooperative play.</p>	<p>SED 4 Social Relationships: <i>Develops relationships with adults and peers. Participates cooperatively in groups. Identifies and respects differences in others.</i></p> <p>SED 4a.2 Greets and stays near familiar people.</p> <p>SED 4a.3 Identifies and plays side by side with a new or familiar person.</p> <p>SED 4a.4 Joins a group and participates in group play.</p> <p>SED 4a.5 Initiates play, conversations and interactions with one or more persons.</p> <p>SED 4b.2 Mimics actions of others.</p> <p>SED 4b.3 Helps or participates in an activity when asked.</p> <p>SED 4b.4 Plays cooperatively with others and begins to share. Asks adult to help solve social problems.</p> <p>SED 4b.5 Identifies roles of self and others during tasks or pretend play. Offers to help others.</p> <p>SED 4c.3 Identifies emotions of others. Demonstrates concern for others.</p> <p>SED 4c.4 Explains how and why someone may be feeling a certain emotion. Participates in group play with those different than self.</p> <p>SED 4c.5 Shows interest in learning about and interacting with peers who look, learn, believe or move differently.</p>

Social Engagement <i>Children build appropriate social skills as they learn to negotiate friendships, join and play, and interact cooperatively. Healthy relationships are included in the Health Standards and are imperative to Lifelong Learning Practices. The Relationship Standards found in Health Education Strand 2 are Incorporated below.</i>	
Utah's Core Standards for 3-Year-Olds	Curriculum Alignment
LLP 3 yr.6.3 With prompting and support, show interest in peers with positive nonverbal gestures (for example, a child will smile at or move close to another child).	SED 4 Social Relationships: <i>Develops relationships with adults and peers. Participates cooperatively in groups. Identifies and respects differences in others.</i> SED 4a.2 Greets and stays near familiar people. SED 4a.3 Identifies and plays side by side with a new or familiar person. SED 4a.4 Joins a group and participates in group play. SED 4b.3 Helps or participates in an activity when asked. SED 4b.4 Plays cooperatively with others and begins to share. Asks adult to help solve social problems. SED 4c.3 Identifies emotions of others. Demonstrates concern for others. SED 4c.4 Explains how and why someone may be feeling a certain emotion. Participates in group play with those different than self.
LLP 3 yr.6.4 With prompting and support, show awareness of and respect others' personal space.	SED 3 Attention & Persistence: <i>Attends and engages. Shows flexibility and inventiveness.</i> SED 3a.2 Attends to what others are looking at or pointing to. SED 3a.3 Focuses on an engaging activity for a short period of time independently or with an adult. SED 3a.4 Practices or repeats an activity many times until successful. Expresses delight over a successful project. SED 3b.2 Repeats actions to gain a result. SED 3b.3 Asserts a desire to start or end an activity. Asks for help as needed. SED 3b.4 Initiates an activity and seeks help to complete it. CA 2 Dance & Movement: <i>Expresses through dance. Develops movement techniques.</i> CA 2a.2 Uses purposeful gestures and body language to communicate. CA 2a.3 Moves in own way to music and rhythm. CA 2b.3 Follows the movements of others. Explores personal space and direction.
LLP 3 yr.6.5 With prompting and support, begin to play with others while maintaining self-control.	SED 4 Social Relationships: <i>Develops relationships with adults and peers. Participates cooperatively in groups. Identifies and respects differences in others.</i> SED 4a.2 Greets and stays near familiar people. SED 4a.3 Identifies and plays side by side with a new or familiar person. SED 4a.4 Joins a group and participates in group play.

	<p>SED 4b.3 Helps or participates in an activity when asked.</p> <p>SED 4b.4 Plays cooperatively with others and begins to share. Asks adult to help solve social problems.</p> <p>SED 4c.3 Identifies emotions of others. Demonstrates concern for others.</p> <p>SED 4c.4 Explains how and why someone may be feeling a certain emotion.</p> <p>Participates in group play with those different than self.</p>
<p>HE 3 yr.2.3 With prompting and support, begin to join in, maintain interactions, and interact cooperatively with others by sharing, turn-taking, resolving conflicts, and recognizing others' needs.</p>	<p>SED 2 Self-Regulation: <i>Identifies emotions. Manages feelings and behavior. Follows routines and transitions.</i></p> <p>SED 2a.3 Experiments and role-plays with a range of emotions.</p> <p>SED 2a.4 Recognizes and names a few personal feelings.</p> <p>SED 2a.5 Identifies and describes personal feelings.</p> <p>SED 2b.3 Mimics breathing and calming strategies. Practices waiting for a turn.</p> <p>SED 2b.4 Controls impulses with reminders.</p> <p>SED 2c.3 Recognizes a familiar activity or routine. Redirects to a new activity with help.</p> <p>SED 2c.4 Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change.</p> <p>SED 4 Social Relationships: <i>Develops relationships with adults and peers. Participates cooperatively in groups. Identifies and respects differences in others.</i></p> <p>SED 4a.2 Greets and stays near familiar people.</p> <p>SED 4a.3 Identifies and plays side by side with a new or familiar person.</p> <p>SED 4a.4 Joins a group and participates in group play.</p> <p>SED 4b.3 Helps or participates in an activity when asked.</p> <p>SED 4b.4 Plays cooperatively with others and begins to share. Asks adult to help solve social problems.</p> <p>SED 4c.3 Identifies emotions of others. Demonstrates concern for others.</p> <p>SED 4c.4 Explains how and why someone may be feeling a certain emotion.</p> <p>Participates in group play with those different than self.</p> <p>PD 4 Personal Care: <i>Implements self-help routines for hygiene and dressing.</i></p> <p>PD 4.2 Recognizes the difference between dirty and clean. Begins to participate in self-care activities. Points to body parts when prompted.</p> <p>PD 4.3 With help, participates in healthcare routines. Identifies body parts. Describes basic personal needs.</p> <p>PD 4.4 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.</p>

<p>HE 3 yr.2.4 With prompting and support, attend to and show appreciation for the actions or choices of others (for example, compliment others).</p>	<p>SED 4 Social Relationships: <i>Develops relationships with adults and peers. Participates cooperatively in groups. Identifies and respects differences in others.</i></p> <p>SED 4a.2 Greets and stays near familiar people. SED 4a.3 Identifies and plays side by side with a new or familiar person. SED 4a.4 Joins a group and participates in group play. SED 4b.3 Helps or participates in an activity when asked. SED 4b.4 Plays cooperatively with others and begins to share. Asks adult to help solve social problems. SED 4c.3 Identifies emotions of others. Demonstrates concern for others. SED 4c.4 Explains how and why someone may be feeling a certain emotion. Participates in group play with those different than self.</p>
<p>Utah's Core Standards for 4-Year-Olds</p>	<p>Curriculum Alignment</p>
<p>LLP 4 yr.6.3 Show interest in peers by getting their attention in appropriate ways (for example, call a child by name or tap him/her on the shoulder).</p>	<p>SED 4 Social Relationships: <i>Develops relationships with adults and peers. Participates cooperatively in groups. Identifies and respects differences in others.</i></p> <p>SED 4a.2 Greets and stays near familiar people. SED 4a.3 Identifies and plays side by side with a new or familiar person. SED 4a.4 Joins a group and participates in group play. SED 4a.5 Initiates play, conversations and interactions with one or more persons. SED 4b.2 Mimics actions of others. SED 4b.3 Helps or participates in an activity when asked. SED 4b.4 Plays cooperatively with others and begins to share. Asks adult to help solve social problems. SED 4b.5 Identifies roles of self and others during tasks or pretend play. Offers to help others. SED 4c.3 Identifies emotions of others. Demonstrates concern for others. SED 4c.4 Explains how and why someone may be feeling a certain emotion. Participates in group play with those different than self. SED 4c.5 Shows interest in learning about and interacting with peers who look, learn, believe or move differently.</p>
<p>LLP 4 yr.6.4 Maintain awareness of and respect others' personal space</p>	<p>SED 3 Attention & Persistence: <i>Attends and engages. Shows flexibility and inventiveness.</i></p> <p>SED 3a.2 Attends to what others are looking at or pointing to. SED 3a.3 Focuses on an engaging activity for a short period of time independently or with an adult.</p>

	<p>SED 3a.4 Practices or repeats an activity many times until successful. Expresses delight over a successful project.</p> <p>SED 3b.2 Repeats actions to gain a result.</p> <p>SED 3b.3 Asserts a desire to start or end an activity. Asks for help as needed.</p> <p>SED 3b.4 Initiates an activity and seeks help to complete it.</p> <p>SED 3b.5 Demonstrates flexibility and imagination while working on a task.</p> <p>SED.3.7 Shows respect for others' personal space and belongings</p>
<p>LLP 4 yr.6.5 Begin to maintain self-control during play with others</p>	<p>SED 2 Self-Regulation: <i>Identifies emotions. Manages feelings and behavior. Follows routines and transitions.</i></p> <p>SED 2a.3 Experiments and role-plays with a range of emotions.</p> <p>SED 2a.4 Recognizes and names a few personal feelings.</p> <p>SED 2a.5 Identifies and describes personal feelings.</p> <p>SED 2b.3 Mimics breathing and calming strategies. Practices waiting for a turn.</p> <p>SED 2b.4 Controls impulses with reminders.</p> <p>SED 2c.3 Recognizes a familiar activity or routine. Redirects to a new activity with help.</p> <p>SED 2c.4 Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change.</p> <p>SED 4 Social Relationships: <i>Develops relationships with adults and peers. Participates cooperatively in groups. Identifies and respects differences in others.</i></p> <p>SED 4a.2 Greets and stays near familiar people.</p> <p>SED 4a.3 Identifies and plays side by side with a new or familiar person.</p> <p>SED 4a.4 Joins a group and participates in group play.</p> <p>SED 4a.5 Initiates play, conversations and interactions with one or more persons.</p> <p>SED 4b.2 Mimics actions of others.</p> <p>SED 4b.3 Helps or participates in an activity when asked.</p> <p>SED 4b.4 Plays cooperatively with others and begins to share. Asks adult to help solve social problems.</p> <p>SED 4b.5 Identifies roles of self and others during tasks or pretend play. Offers to help others.</p> <p>SED 4c.3 Identifies emotions of others. Demonstrates concern for others.</p> <p>SED 4c.4 Explains how and why someone may be feeling a certain emotion.</p> <p>Participates in group play with those different than self.</p> <p>SED 4c.5 Shows interest in learning about and interacting with peers who look, learn, believe or move differently.</p>

HE 4 yr.2.3 With prompting and support, join in, invite, and interact cooperatively with others by sharing, turn-taking, resolving conflicts, and recognizing others' needs.

SED 2 Self-Regulation: *Identifies emotions. Manages feelings and behavior. Follows routines and transitions.*

SED 2a.3 Experiments and role-plays with a range of emotions.

SED 2a.4 Recognizes and names a few personal feelings.

SED 2a.5 Identifies and describes personal feelings.

SED 2b.3 Mimics breathing and calming strategies. Practices waiting for a turn.

SED 2b.4 Controls impulses with reminders.

SED 2b.5 Uses strategies to manage behavior. Anticipates a change in routine and begins to prepare self by finding a desired thing or person.

SED 2c.3 Recognizes a familiar activity or routine. Redirects to a new activity with help.

SED 2c.4 Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change.

SED 2c.5 Follows daily routines on own. With support, negotiates ways to handle nonroutine transitions.

SED 4 Social Relationships: *Develops relationships with adults and peers. Participates cooperatively in groups. Identifies and respects differences in others.*

SED 4a.2 Greets and stays near familiar people.

SED 4a.3 Identifies and plays side by side with a new or familiar person.

SED 4a.4 Joins a group and participates in group play.

SED 4a.5 Initiates play, conversations and interactions with one or more persons.

SED 4b.3 Helps or participates in an activity when asked.

SED 4b.4 Plays cooperatively with others and begins to share. Asks adult to help solve social problems.

SED 4b.5 Identifies roles of self and others during tasks or pretend play. Offers to help others.

SED 4c.3 Identifies emotions of others. Demonstrates concern for others.

SED 4c.4 Explains how and why someone may be feeling a certain emotion. Participates in group play with those different than self.

SED 4c.5 Shows interest in learning about and interacting with peers who look, learn, believe or move differently.

PD 4 Personal Care: *Implements self-help routines for hygiene and dressing.*

PD 4.2 Recognizes the difference between dirty and clean. Begins to participate in self-care activities. Points to body parts when prompted.

PD 4.3 With help, participates in healthcare routines. Identifies body parts. Describes basic personal needs.

	<p>PD 4.4 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.</p> <p>PD 4.5 Explains how germs spread and describes simple strategies for preventing the spread. Distinguishes between basic needs and wants for living creatures.</p>
<p>HE 4 yr.2.4 With prompting and support, attend to and show appreciation for the actions or choices of others (for example, compliment others).</p>	<p>SED 4 Social Relationships: <i>Develops relationships with adults and peers. Participates cooperatively in groups. Identifies and respects differences in others.</i></p> <p>SED 4a.2 Greets and stays near familiar people.</p> <p>SED 4a.3 Identifies and plays side by side with a new or familiar person.</p> <p>SED 4a.4 Joins a group and participates in group play.</p> <p>SED 4a.5 Initiates play, conversations and interactions with one or more persons.</p> <p>SED 4b.3 Helps or participates in an activity when asked.</p> <p>SED 4b.4 Plays cooperatively with others and begins to share. Asks adult to help solve social problems.</p> <p>SED 4b.5 Identifies roles of self and others during tasks or pretend play. Offers to help others.</p> <p>SED 4c.3 Identifies emotions of others. Demonstrates concern for others.</p> <p>SED 4c.4 Explains how and why someone may be feeling a certain emotion. Participates in group play with those different than self.</p> <p>SED 4c.5 Shows interest in learning about and interacting with peers who look, learn, believe or move differently.</p> <p>SED.4.4 Explains how and why someone may be feeling a certain emotion. Develops positive relationships with peers and adult and asks for help to solve problems. Participates in group with those different than self.</p> <p>SED 4.5 Asks questions about how others feel, live, eat, play and believe. Offers to help others. Initiates play with one or more persons. Identifies roles of self and others during tasks or pretend play.</p>
<p>Conflict Resolution/Problem Solving <i>Children will begin to recognize problems exist and learn how to resolve a simple conflicts utilizing communication and problem solving skills.</i></p>	
Utah's Core Standards for 3-Year-Olds	Curriculum Alignment
<p>LLP 3 yr.6.6 Develop awareness of appropriate communication or actions when social problems arise to identify the problem and explore basic solutions (for example, how to gain someone's attention appropriately, how to express frustration appropriately, how to seek help from an adult).</p>	<p>SED 3 Attention & Persistence: <i>Attends and engages. Shows flexibility and inventiveness.</i></p> <p>SED 3a.2 Attends to what others are looking at or pointing to.</p> <p>SED 3a.3 Focuses on an engaging activity for a short period of time independently or with an adult.</p>

SED 3a.4 Practices or repeats an activity many times until successful. Expresses delight over a successful project.
SED 3b.2 Repeats actions to gain a result.
SED 3b.3 Asserts a desire to start or end an activity. Asks for help as needed.
SED 3b.4 Initiates an activity and seeks help to complete it.

LLD 2 Communication (Expressive Language): *Uses verbal and nonverbal communication to express ideas . Uses conversational skills. Uses and expands vocabulary. Hears small units of sound.*

LLD 2a.2 Uses a few words, signs or word-like sounds to communicate.
LLD 2a.3 Communicates needs, desires and ideas. Asks and responds to questions.

LLD 2a.4 Asks simple questions and stays on topic for two to three exchanges.

LLD 2b.2 Says one- to two-word sentences.

LLD 2b.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille or verbalized words.

LLD 2b.4 Speaks in sentences (with words, sign language) but does not always follow grammatical rules.

LLD 2c.2 Repeats words heard frequently in environment.

LLD 2c.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.

LLD 2c.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.

MR 7 Logic & Reasoning: *Recalls information, builds memory, reasoning and problem-solving skills.*

MR 7.3 Asks why. Begins to understand how things are connected.

Recognizes a problem and asks for help.

MR 7.4 Plans steps to accomplish tasks and explores many possible solutions to a problem.

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

SCI 1.3 Investigates an object or group of objects in multiple ways.

Recognizes a problem and asks for help.

SCI 1.4 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.

CA 2 Dance & Movement: *Expresses through dance. Develops movement techniques.*

CA 2a.2 Uses purposeful gestures and body language to communicate.

	<p>CA 2b.3 Follows the movements of others. Explores personal space and direction.</p> <p>CA 2b.4 Describes and demonstrates multiple ways to move body parts. Moves to the beat.</p>
Utah's Core Standards for 4-Year-Olds	Curriculum Alignment
<p>LLP 4 yr.6.6 Use appropriate communication or actions when social problems arise to identify the problem and explore basic solutions (for example, how to gain someone's attention appropriately, how to express frustration appropriately, how to seek help from an adult).</p>	<p>SED 3 Attention & Persistence: <i>Attends and engages. Shows flexibility and inventiveness.</i></p> <p>SED 3a.2 Attends to what others are looking at or pointing to.</p> <p>SED 3a.3 Focuses on an engaging activity for a short period of time independently or with an adult.</p> <p>SED 3a.4 Practices or repeats an activity many times until successful. Expresses delight over a successful project.</p> <p>SED 3a.5 Sustains focus for at least five minutes, persisting even if there are problems or distractions.</p> <p>SED 3b.2 Repeats actions to gain a result.</p> <p>SED 3b.3 Asserts a desire to start or end an activity. Asks for help as needed.</p> <p>SED 3b.4 Initiates an activity and seeks help to complete it.</p> <p>SED 3b.5 Demonstrates flexibility and imagination while working on a task.</p> <p>LLD 2 Communication (Expressive Language): <i>Uses verbal and nonverbal communication to express ideas. Uses conversational skills. Uses and expands vocabulary. Hears small units of sound.</i></p> <p>LLD 2a.2 Uses a few words, signs or word-like sounds to communicate.</p> <p>LLD 2a.3 Communicates needs, desires and ideas. Asks and responds to questions.</p> <p>LLD 2a.4 Asks simple questions and stays on topic for two to three exchanges.</p> <p>LLD 2a.5 Tells stories and engages in conversations through multiple exchanges.</p> <p>LLD 2b.2 Says one- to two-word sentences.</p> <p>LLD 2b.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille or verbalized words.</p> <p>LLD 2b.4 Speaks in sentences (with words, sign language) but does not always follow grammatical rules.</p> <p>LLD 2b.5 Speaks in simple complete sentences using sign language, braille, a second language or technology. Uses question words in speech.</p> <p>LLD 2c.2 Repeats words heard frequently in environment.</p> <p>LLD 2c.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.</p>

	<p>LLD 2c.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p> <p>LLD 2c.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.</p> <p>MR 7 Logic & Reasoning: <i>Recalls information, builds memory, reasoning and problem-solving skills.</i></p> <p>MR 7.3 Asks why. Begins to understand how things are connected. Recognizes a problem and asks for help.</p> <p>MR 7.4 Plans steps to accomplish tasks and explores many possible solutions to a problem.</p> <p>MR 7.5 Uses previous knowledge to determine which solution to try first when solving a problem or planning how to accomplish a task.</p> <p>SCI 1 Investigation & Inquiry: <i>Observes, inquires and investigates objects and events to gain understanding.</i></p> <p>SCI 1.3 Investigates an object or group of objects in multiple ways. Recognizes a problem and asks for help.</p> <p>SCI 1.4 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.</p> <p>SCI 1.5 Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.</p> <p>CA 2 Dance & Movement: <i>Expresses through dance. Develops movement techniques.</i></p> <p>CA 2a.2 Uses purposeful gestures and body language to communicate.</p> <p>CA 2b.3 Follows the movements of others. Explores personal space and direction.</p> <p>CA 2b.4 Describes and demonstrates multiple ways to move body parts. Moves to the beat.</p> <p>CA 2b.5 Follows a leader to perform a simple movement pattern.</p>
Mathematics	
<p>Strand 1: Counting and Cardinality</p> <p><i>Counting and cardinality includes the ability to identify numerals by name, count in sequence, use one-to-one correspondence, and describe quantities of objects counted.</i></p>	
Utah's Core Standards for 3-Year-Olds	Curriculum Alignment

<p>Math 3 yr.1.1 Count to ten by ones.</p>	<p>MR 1 Number Sense: <i>Identifies numerals. Determines quantity. Understands operations.</i></p> <p>MR 1a.2 Recognizes the numeral one and sees other numerals around the room.</p> <p>MR 1a.3 Recognizes numerals to three.</p> <p>MR 1a.4 Identifies numerals to five.</p> <p>MR 1b.3 Points to one object at a time while counting (not always in correct order).</p> <p>MR 1b.4 Counts up to ten objects.</p> <p>MR 1c.2 Demonstrates an understanding of one, two and more.</p> <p>MR 1c.3 Creates groups of objects. Adds to and removes from group as prompted.</p> <p>MR 1c.4 Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.</p>
<p>Math 3 yr.1.2 Recognize that numbers have a known sequence (for example, “1, 2, 3, 4, 5. What comes next?”).</p>	<p>MR 1 Number Sense: <i>Identifies numerals. Determines quantity. Understands operations.</i></p> <p>MR 1a.2 Recognizes the numeral one and sees other numerals around the room.</p> <p>MR 1a.3 Recognizes numerals to three.</p> <p>MR 1a.4 Identifies numerals to five.</p> <p>MR 1b.3 Points to one object at a time while counting (not always in correct order).</p> <p>MR 1b.4 Counts up to ten objects.</p> <p>MR 1c.2 Demonstrates an understanding of one, two and more.</p> <p>MR 1c.3 Creates groups of objects. Adds to and removes from group as prompted.</p> <p>MR 1c.4 Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.</p>
<p>Math 3 yr.1.3 Begin to recognize the difference between letters and numbers.</p>	<p>LLD 4 Alphabetic Knowledge: <i>Identifies letters and words. Makes letter-sound connections and decodes words.</i></p> <p>LLD 4a.2 Identifies a familiar object or person when shown a drawing or photo.</p> <p>LLD 4a.3 Recognizes the difference between pictures, letters and numbers in print.</p> <p>LLD 4a.4 Recognizes some common words in print, such as his/her name, mom, dad.</p> <p>LLD 4b.2 Points at words printed on a page and pretends to read aloud.</p> <p>LLD 4b.3 Recognizes the sound of the first letter in his/her name.</p> <p>LLD 4b.4 Identifies six to seven letters and their sounds.</p>

	<p>MR 1 Number Sense: <i>Identifies numerals. Determines quantity. Understands operations.</i></p> <p>MR 1a.2 Recognizes the numeral one and sees other numerals around the room.</p> <p>MR 1a.3 Recognizes numerals to three.</p> <p>MR 1a.4 Identifies numerals to five.</p>
<p>Math 3 yr.1.4 Begin to name written numerals 0–5.</p>	<p>MR 1 Number Sense: <i>Identifies numerals. Determines quantity. Understands operations.</i></p> <p>MR 1a.2 Recognizes the numeral one and sees other numerals around the room.</p> <p>MR 1a.3 Recognizes numerals to three.</p> <p>MR 1a.4 Identifies numerals to five.</p> <p>MR 1b.3 Points to one object at a time while counting (not always in correct order).</p> <p>MR 1b.4 Counts up to ten objects.</p> <p>MR 1c.2 Demonstrates an understanding of one, two and more.</p> <p>MR 1c.3 Creates groups of objects. Adds to and removes from group as prompted.</p> <p>MR 1c.4 Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.</p>
<p>Math 3 yr.1.5 Begin to develop an understanding of the relationship between some numbers and quantities by using one-to-one correspondence.</p>	<p>MR 1 Number Sense: <i>Identifies numerals. Determines quantity. Understands operations.</i></p> <p>MR 1a.2 Recognizes the numeral one and sees other numerals around the room.</p> <p>MR 1a.3 Recognizes numerals to three.</p> <p>MR 1a.4 Identifies numerals to five.</p> <p>MR 1b.3 Points to one object at a time while counting (not always in correct order).</p> <p>MR 1b.4 Counts up to ten objects.</p> <p>MR 1c.2 Demonstrates an understanding of one, two and more.</p> <p>MR 1c.3 Creates groups of objects. Adds to and removes from group as prompted.</p> <p>MR 1c.4 Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.</p>
<p>Math 3 yr.1.6 Begin to point to and count up to five objects.</p>	<p>SED 3 Attention & Persistence: <i>Attends and engages. Shows flexibility and inventiveness.</i></p> <p>SED 3a.2 Attends to what others are looking at or pointing to.</p> <p>SED 3a.3 Focuses on an engaging activity for a short period of time independently or with an adult.</p>

	<p>SED 3a.4 Practices or repeats an activity many times until successful.Expresses delight over a successful project.</p> <p>SED 3b.2 Repeats actions to gain a result.</p> <p>SED 3b.3 Asserts a desire to start or end an activity. Asks for help as needed.</p> <p>SED 3b.4 Initiates an activity and seeks help to complete it.</p> <p>MR 1 Number Sense: <i>Identifies numerals. Determines quantity.Understands operations.</i></p> <p>MR 1a.2 Recognizes the numeral one and sees other numerals around the room.</p> <p>MR 1a.3 Recognizes numerals to three.</p> <p>MR 1a.4 Identifies numerals to five.</p> <p>MR 1b.3 Points to one object at a time while counting (not always in correct order).</p> <p>MR 1b.4 Counts up to ten objects.</p> <p>MR 1c.2 Demonstrates an understanding of one, two and more.</p> <p>MR 1c.3 Creates groups of objects. Adds to and removes from group as prompted.</p> <p>MR 1c.4 Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.</p>
<p>Math 3 yr.1.7 Begin to respond to the question “How many?”.</p>	<p>LLD 6 Reading Comprehension: <i>Understands concepts of text. Retells, asks and answers questions about a text or story.</i></p> <p>LLD 6a.3 Talks about pictures and ideas in familiar stories.</p> <p>LLD 6b.4 Asks and answers questions about text or new vocabulary and retells a story by pointing at pictures or role-playing with props.</p> <p>MR 1 Number Sense: <i>Identifies numerals. Determines quantity.Understands operations.</i></p> <p>MR 1a.2 Recognizes the numeral one and sees other numerals around the room.</p> <p>MR 1a.3 Recognizes numerals to three.</p> <p>MR 1a.4 Identifies numerals to five.</p> <p>MR 1b.3 Points to one object at a time while counting (not always in correct order).</p> <p>MR 1b.4 Counts up to ten objects.</p> <p>MR 1c.2 Demonstrates an understanding of one, two and more.</p> <p>MR 1c.3 Creates groups of objects. Adds to and removes from group as prompted.</p> <p>MR 1c.4 Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.</p>

Utah's Core Standards for 4-Year-Olds	Curriculum Alignment
<p>Math 4 yr.1.1 Count to 20 by ones. „</p>	<p>MR 1 Number Sense: <i>Identifies numerals. Determines quantity. Understands operations.</i> MR 1a.2 Recognizes the numeral one and sees other numerals around the room. MR 1a.3 Recognizes numerals to three. MR 1a.4 Identifies numerals to five. MR 1a.5 Identifies numerals to 10. MR 1b.3 Points to one object at a time while counting (not always in correct order). MR 1b.4 Counts up to ten objects. MR 1b.5 Counts up to 20 objects. MR 1c.2 Demonstrates an understanding of one, two and more. MR 1c.3 Creates groups of objects. Adds to and removes from group as prompted. MR 1c.4 Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts. MR 1c.5 Solves addition and subtraction problems within ten.</p>
<p>Math 4 yr.1.2 In the sequence of 1–10, identify numbers that come before or after one another. „</p>	<p>MR 1 Number Sense: <i>Identifies numerals. Determines quantity. Understands operations.</i> MR 1a.2 Recognizes the numeral one and sees other numerals around the room. MR 1a.3 Recognizes numerals to three. MR 1a.4 Identifies numerals to five. MR 1a.5 Identifies numerals to 10. MR 1b.3 Points to one object at a time while counting (not always in correct order). MR 1b.4 Counts up to ten objects. MR 1b.5 Counts up to 20 objects. MR 1c.2 Demonstrates an understanding of one, two and more. MR 1c.3 Creates groups of objects. Adds to and removes from group as prompted. MR 1c.4 Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts. MR 1c.5 Solves addition and subtraction problems within ten.</p>
<p>Math 4 yr.1.3 Count a number of objects from 0–10 and begin to associate them with a written numeral. „</p>	<p>LLD 4 Alphabetic Knowledge: <i>Identifies letters and words. Makes letter-sound connections and decodes words.</i> LLD 4a.2 Identifies a familiar object or person when shown a drawing or photo.</p>

	<p>LLD 4a.3 Recognizes the difference between pictures, letters and numbers in print.</p> <p>LLD 4a.4 Recognizes some common words in print, such as his/her name, mom, dad.</p> <p>LLD 4a.5 Names upper- and lowercase letters when presented in random order. When shown a two-or three-letter word, can find it in print.</p> <p>LLD 4b.2 Points at words printed on a page and pretends to read aloud.</p> <p>LLD 4b.3 Recognizes the sound of the first letter in his/her name.</p> <p>LLD 4b.4 Identifies six to seven letters and their sounds.</p> <p>LLD 4b.5 Identifies 12 to 15 letters and their sounds. Recognizes that letters make up words.</p> <p>MR 1 Number Sense: <i>Identifies numerals. Determines quantity. Understands operations.</i></p> <p>MR 1a.2 Recognizes the numeral one and sees other numerals around the room.</p> <p>MR 1a.3 Recognizes numerals to three.</p> <p>MR 1a.4 Identifies numerals to five.</p> <p>MR 1a.5 Identifies numerals to 10.</p> <p>MR 1b.3 Points to one object at a time while counting (not always in correct order).</p> <p>MR 1b.4 Counts up to ten objects.</p> <p>MR 1b.5 Counts up to 20 objects.</p> <p>MR 1c.2 Demonstrates an understanding of one, two and more.</p> <p>MR 1c.3 Creates groups of objects. Adds to and removes from group as prompted.</p> <p>MR 1c.4 Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.</p> <p>MR 1c.5 Solves addition and subtraction problems within ten.</p>
Math 4 yr.1.4 Name written numerals 0–10. „	<p>MR 1 Number Sense: <i>Identifies numerals. Determines quantity. Understands operations.</i></p> <p>MR 1a.2 Recognizes the numeral one and sees other numerals around the room.</p> <p>MR 1a.3 Recognizes numerals to three.</p> <p>MR 1a.4 Identifies numerals to five.</p> <p>MR 1a.5 Identifies numerals to 10.</p> <p>MR 1b.3 Points to one object at a time while counting (not always in correct order).</p> <p>MR 1b.4 Counts up to ten objects.</p> <p>MR 1b.5 Counts up to 20 objects.</p> <p>MR 1c.2 Demonstrates an understanding of one, two and more.</p>

	<p>MR 1c.3 Creates groups of objects. Adds to and removes from group as prompted.</p> <p>MR 1c.4 Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.</p> <p>MR 1c.5 Solves addition and subtraction problems within ten.</p>
<p>Math 4 yr.1.5 Use one-to-one correspondence when counting objects to ten. „</p>	<p>MR 1 Number Sense: <i>Identifies numerals. Determines quantity. Understands operations.</i></p> <p>MR 1a.2 Recognizes the numeral one and sees other numerals around the room.</p> <p>MR 1a.3 Recognizes numerals to three.</p> <p>MR 1a.4 Identifies numerals to five.</p> <p>MR 1a.5 Identifies numerals to 10.</p> <p>MR 1b.3 Points to one object at a time while counting (not always in correct order).</p> <p>MR 1b.4 Counts up to ten objects.</p> <p>MR 1b.5 Counts up to 20 objects.</p> <p>MR 1c.2 Demonstrates an understanding of one, two and more.</p> <p>MR 1c.3 Creates groups of objects. Adds to and removes from group as prompted.</p> <p>MR 1c.4 Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.</p> <p>MR 1c.5 Solves addition and subtraction problems within ten.</p>
<p>Math 4 yr.1.6 When counting objects to ten, understand that the last number counted in a set tells how many. „</p>	<p>SED 3 Attention & Persistence: <i>Attends and engages. Shows flexibility and inventiveness.</i></p> <p>SED 3a.2 Attends to what others are looking at or pointing to.</p> <p>SED 3a.3 Focuses on an engaging activity for a short period of time independently or with an adult.</p> <p>SED 3a.4 Practices or repeats an activity many times until successful. Expresses delight over a successful project.</p> <p>SED 3a.5 Sustains focus for at least five minutes, persisting even if there are problems or distractions.</p> <p>SED 3b.2 Repeats actions to gain a result.</p> <p>SED 3b.3 Asserts a desire to start or end an activity. Asks for help as needed.</p> <p>SED 3b.4 Initiates an activity and seeks help to complete it.</p> <p>SED 3b.5 Demonstrates flexibility and imagination while working on a task.</p> <p>MR 1 Number Sense: <i>Identifies numerals. Determines quantity. Understands operations.</i></p> <p>MR 1a.2 Recognizes the numeral one and sees other numerals around the room.</p>

	<p>MR 1a.3 Recognizes numerals to three.</p> <p>MR 1a.4 Identifies numerals to five.</p> <p>MR 1a.5 Identifies numerals to 10.</p> <p>MR 1b.3 Points to one object at a time while counting (not always in correct order).</p> <p>MR 1b.4 Counts up to ten objects.</p> <p>MR 1b.5 Counts up to 20 objects.</p> <p>MR 1c.2 Demonstrates an understanding of one, two and more.</p> <p>MR 1c.3 Creates groups of objects. Adds to and removes from group as prompted.</p> <p>MR 1c.4 Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.</p> <p>MR 1c.5 Solves addition and subtraction problems within ten.</p>
<p>Math 4 yr.1.7 Count two sets of objects up to 10 to determine which has more</p>	<p>LLD 6 Reading Comprehension: <i>Understands concepts of text. Retells, asks and answers questions about a text or story.</i></p> <p>LLD 6a.3 Talks about pictures and ideas in familiar stories.</p> <p>LLD 6b.4 Asks and answers questions about text or new vocabulary and retells a story by pointing at pictures or role-playing with props.</p> <p>LLD 6b.5 Retells portions of a story. Asks and answers simple questions about characters, setting, events and complex vocabulary.</p> <p>MR 1 Number Sense: <i>Identifies numerals. Determines quantity. Understands operations.</i></p> <p>MR 1a.2 Recognizes the numeral one and sees other numerals around the room.</p> <p>MR 1a.3 Recognizes numerals to three.</p> <p>MR 1a.4 Identifies numerals to five.</p> <p>MR 1a.5 Identifies numerals to 10.</p> <p>MR 1b.3 Points to one object at a time while counting (not always in correct order).</p> <p>MR 1b.4 Counts up to ten objects.</p> <p>MR 1b.5 Counts up to 20 objects.</p> <p>MR 1c.2 Demonstrates an understanding of one, two and more.</p> <p>MR 1c.3 Creates groups of objects. Adds to and removes from group as prompted.</p> <p>MR 1c.4 Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.</p> <p>MR 1c.5 Solves addition and subtraction problems within ten.</p>
<p>Strand 2: Operations and Algebraic Thinking</p>	

Operations in algebraic thinking involve identifying and manipulating simple patterns, the understanding of addition as putting together and adding to, and the understanding of subtraction is taking apart and removing from.

Utah's Core Standards for 3-Year-Olds	Curriculum Alignment
Math 3 yr.2.1 BEGINS IN 4-YEAR-OLD STANDARD.	SEE FOUR-YEAR-OLD STANDARDS
Math 3 yr.2.2 BEGINS IN 4-YEAR-OLD STANDARD. ..	SEE FOUR-YEAR-OLD STANDARDS
Math 3 yr.2.3 BEGINS IN 4-YEAR-OLD STANDARD.	SEE FOUR-YEAR-OLD STANDARDS
Math 3 yr.2.4 BEGINS IN 4-YEAR-OLD STANDARD.	SEE FOUR-YEAR-OLD STANDARDS
Math 3 yr.2.5 Identify simple patterns in the environment and begin to duplicate and extend simple patterns (for example, ababab).	MR 5 Patterns: Identifies, reproduces and creates patterns. MR 5.2 Attempts to mimic vocal and physical patterns. MR 5.3 Copies patterns with two steps, such as red-blue, red-blue. MR 5.4 Creates and extends two-step patterns.
Utah's Core Standards for 4-Year-Olds	Curriculum Alignment
Math 4 yr.2.1 Understand and represent addition up to five (adding to or putting together) and subtraction (taking from or taking apart) with concrete objects, fingers, movement, and simple drawings.	MR 1 Number Sense: Identifies numerals. Determines quantity. Understands operations. MR 1a.2 Recognizes the numeral one and sees other numerals around the room. MR 1a.3 Recognizes numerals to three. MR 1a.4 Identifies numerals to five. MR 1a.5 Identifies numerals to 10. MR 1b.3 Points to one object at a time while counting (not always in correct order). MR 1b.4 Counts up to ten objects. MR 1b.5 Counts up to 20 objects. MR 1c.2 Demonstrates an understanding of one, two and more. MR 1c.3 Creates groups of objects. Adds to and removes from group as prompted. MR 1c.4 Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts. MR 1c.5 Solves addition and subtraction problems within ten.
Math 4 yr.2.2 With prompting and support, solve addition and subtraction word problems created by the teacher using up to five concrete objects to represent the problem (for example, "Bring me three blocks, now bring me two more. How many blocks do we have?").	MR 1 Number Sense: Identifies numerals. Determines quantity. Understands operations. MR 1a.2 Recognizes the numeral one and sees other numerals around the room.

	<p>MR 1a.3 Recognizes numerals to three. MR 1a.4 Identifies numerals to five. MR 1a.5 Identifies numerals to 10. MR 1b.3 Points to one object at a time while counting (not always in correct order). MR 1b.4 Counts up to ten objects. MR 1b.5 Counts up to 20 objects. MR 1c.2 Demonstrates an understanding of one, two and more. MR 1c.3 Creates groups of objects. Adds to and removes from group as prompted. MR 1c.4 Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts. MR 1c.5 Solves addition and subtraction problems within ten.</p>
<p>Math 4 yr.2.3 Take apart numbers less than or equal to five by using objects with different attributes (for example, 5 can be taken apart into sets of 2 blue and 3 yellow or 1 square and 4 circles).</p>	<p>MR 1 Number Sense: Identifies numerals. Determines quantity. Understands operations. MR 1a.2 Recognizes the numeral one and sees other numerals around the room. MR 1a.3 Recognizes numerals to three. MR 1a.4 Identifies numerals to five. MR 1a.5 Identifies numerals to 10. MR 1b.3 Points to one object at a time while counting (not always in correct order). MR 1b.4 Counts up to ten objects. MR 1b.5 Counts up to 20 objects. MR 1c.2 Demonstrates an understanding of one, two and more. MR 1c.3 Creates groups of objects. Adds to and removes from group as prompted. MR 1c.4 Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts. MR 1c.5 Solves addition and subtraction problems within ten.</p>
<p>Math 4 yr.2.4 Use concrete objects to make sums of 5 using quantities from 0–5. (for example, 0 and 5 make a set of 5, 2 and 3 make a set of 5.)</p>	<p>MR 1 Number Sense: Identifies numerals. Determines quantity. Understands operations. MR 1a.2 Recognizes the numeral one and sees other numerals around the room. MR 1a.3 Recognizes numerals to three. MR 1a.4 Identifies numerals to five. MR 1a.5 Identifies numerals to 10. MR 1b.3 Points to one object at a time while counting (not always in correct order). MR 1b.4 Counts up to ten objects.</p>

	<p>MR 1b.5 Counts up to 20 objects.</p> <p>MR 1c.2 Demonstrates an understanding of one, two and more.</p> <p>MR 1c.3 Creates groups of objects. Adds to and removes from group as prompted.</p> <p>MR 1c.4 Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.</p> <p>MR 1c.5 Solves addition and subtraction problems within ten.</p>
<p>Math 4 yr.2.5 Duplicate, extend, and create simple patterns (for example, ababab).</p>	<p>MR 5 Patterns: Identifies, reproduces and creates patterns.</p> <p>MR 5.3 Copies patterns with two steps, such as red-blue, red-blue.</p> <p>MR 5.4 Creates and extends two-step patterns.</p> <p>MR 5.5 Creates and extends three- and four-step patterns and plays complex memory</p>
<p>Strand 3: Measurement and Data</p> <p><i>Measurement and Data involve the ability to describe and compare measurable attributes of objects, classify objects, and count the number of objects in each category.</i></p>	
Utah's Core Standards for 3-Year-Olds	Curriculum Alignment
<p>Math 3 yr.3.1 Identify and describe measurable attributes (for example, big, small, tall, short).</p>	<p>LLD 2 Communication (Expressive Language): <i>Uses verbal and nonverbal communication to express ideas . Uses conversational skills. Uses and expands vocabulary. Hears small units of sound.</i></p> <p>LLD 2a.2 Uses a few words, signs or word-like sounds to communicate.</p> <p>LLD 2a.3 Communicates needs, desires and ideas. Asks and responds to questions.</p> <p>LLD 2a.4 Asks simple questions and stays on topic for two to three exchanges.</p> <p>LLD 2b.2 Says one- to two-word sentences.</p> <p>LLD 2b.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille or verbalized words.</p> <p>LLD 2b.4 Speaks in sentences (with words, sign language) but does not always follow grammatical rules.</p> <p>LLD 2c.2 Repeats words heard frequently in environment.</p> <p>LLD 2c.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.</p> <p>LLD 2c.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p> <p>MR 4 Measurement: <i>Estimates and measures. Compares and seriates.</i></p> <p>MR 4a.2 Explores size and weight of objects in relation to self.</p> <p>MR 4a.3 Determines which object is bigger (heavier, longer) when given two objects.</p>

	<p>MR 4a.4 Uses nonstandard measurement tools to estimate approximate size or volume. Verifies estimation with help.</p> <p>MR 4b.2 Places objects in a line. Demonstrates an understanding of more, none and one.</p> <p>MR 4b.3 Compares and orders two to three objects according to size, length, hue or weight.</p> <p>MR 4b.4 Orders multiple objects by one feature using process of elimination. Describes order using words like first, then and last.</p>
Math 3 yr.3.2 BEGINS IN 4-YEAR-OLD STANDARD.	SEE FOUR-YEAR-OLD STANDARDS
<p>Math 3 yr.3.3 Sort objects into given categories including color, size, shape, etc.</p>	<p>MR 6 Classification: <i>Matches and sorts.</i></p> <p>MR 6.1 Recognizes familiar people and objects.</p> <p>MR 6.2 When shown one object, finds the match.</p> <p>MR 6.3 Sorts objects by one feature, such as size or color. Groups objects by common characteristics.</p> <p>MR 6.4 After sorting objects by one feature, sorts again by a different feature.</p> <p>MR 6.5 Sorts objects by more than one feature and explains why.</p> <p>SCI 2 Natural & Earth Science: <i>Understanding living and nonliving things. Demonstrates knowledge of Earth's environment.</i></p> <p>SCI 2a.3 Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics.</p> <p>SCI 2a.4 Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move.</p> <p>SCI 2a.5 Recognizes that all living things have similar basic needs. Sorts organisms as living or nonliving and explains why.</p> <p>SCI 3 Physical Science: <i>Explores forces, motion and physical properties of materials.</i></p> <p>Uses body to push or pull toys.</p> <p>SCI 3.3 Explores motion by moving, rolling, blowing on or dropping a toy. Begins to name colors.</p> <p>SCI 3.4 Explains how common vehicles, animals and people move. Sorts objects by type of movement. Describes basic physical properties of objects including textures and colors.</p> <p>SCI 3.5 Experiments with and explains invisible forces, e.g., ramps, magnets. Manipulates matter and observes any physical changes that may occur.</p>
<p>Math 3 yr.3.4 With prompting and support, compare the number of objects in each category to identify which groups contain more or less, or are the same.</p>	<p>MR 1 Number Sense: <i>Identifies numerals. Determines quantity. Understands operations.</i></p>

MR 1a.2 Recognizes the numeral one and sees other numerals around the room.
MR 1a.3 Recognizes numerals to three.
MR 1a.4 Identifies numerals to five.
MR 1a.5 Identifies numerals to 10.
MR 1b.3 Points to one object at a time while counting (not always in correct order).
MR 1b.4 Counts up to ten objects.
MR 1b.5 Counts up to 20 objects.
MR 1c.2 Demonstrates an understanding of one, two and more.
MR 1c.3 Creates groups of objects. Adds to and removes from group as prompted.
MR 1c.4 Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.
MR 1c.5 Solves addition and subtraction problems within ten.

MR 6 Classification: *Matches and sorts.*

MR 6.1 Recognizes familiar people and objects.
MR 6.2 When shown one object, finds the match.
MR 6.3 Sorts objects by one feature, such as size or color. Groups objects by common characteristics.
MR 6.4 After sorting objects by one feature, sorts again by a different feature.
MR 6.5 Sorts objects by more than one feature and explains why.

SCI 2 Natural & Earth Science: *Understanding living and nonliving things. Demonstrates knowledge of Earth's environment.*

SCI 2a.3 Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics.
SCI 2a.4 Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move.
SCI 2a.5 Recognizes that all living things have similar basic needs. Sorts organisms as living or nonliving and explains why.

SCI 3 Physical Science: *Explores forces, motion and physical properties of materials.*

Uses body to push or pull toys.
SCI 3.3 Explores motion by moving, rolling, blowing on or dropping a toy. Begins to name colors.
SCI 3.4 Explains how common vehicles, animals and people move. Sorts objects by type of movement. Describes basic physical properties of objects including textures and colors.
SCI 3.5 Experiments with and explains invisible forces, e.g., ramps,

	magnets. Manipulates matter and observes any physical changes that may occur.
Utah's Core Standards for 4-Year-Olds	Curriculum Alignment
<p>Math 4 yr.3.1 Describe objects using vocabulary specific to measurable attributes (for example, length [long/short], weight [heavy/light], size [big/small], and distance [near/far]).</p>	<p>LLD 2 Communication (Expressive Language): <i>Uses verbal and nonverbal communication to express ideas . Uses conversational skills. Uses and expands vocabulary. Hears small units of sound.</i></p> <p>LLD 2a.2 Uses a few words, signs or word-like sounds to communicate.</p> <p>LLD 2a.3 Communicates needs, desires and ideas. Asks and responds to questions.</p> <p>LLD 2a.4 Asks simple questions and stays on topic for two to three exchanges.</p> <p>LLD 2a.5 Tells stories and engages in conversations through multiple exchanges.</p> <p>LLD 2b.2 Says one- to two-word sentences.</p> <p>LLD 2b.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille or verbalized words.</p> <p>LLD 2b.4 Speaks in sentences (with words, sign language) but does not always follow grammatical rules.</p> <p>LLD 2b.5 Speaks in simple complete sentences using sign language, braille, a second language or technology. Uses question words in speech.</p> <p>LLD 2c.2 Repeats words heard frequently in environment.</p> <p>LLD 2c.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.</p> <p>LLD 2c.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p> <p>LLD 2b.5 Speaks in simple complete sentences using sign language, braille, a second language or technology. Uses question words in speech.</p> <p>MR 4 Measurement: <i>Estimates and measures. Compares and seriates.</i></p> <p>MR 4a.2 Explores size and weight of objects in relation to self.</p> <p>MR 4a.3 Determines which object is bigger (heavier, longer) when given two objects.</p> <p>MR 4a.4 Uses nonstandard measurement tools to estimate approximate size or volume. Verifies estimation with help.</p> <p>MR 4a.5 Estimates (not always logically) size and volume. Measures and describes findings.</p> <p>MR 4b.2 Places objects in a line. Demonstrates an understanding of more, none and one.</p>

	<p>MR 4b.3 Compares and orders two to three objects according to size, length, hue or weight.</p> <p>MR 4b.4 Orders multiple objects by one feature using process of elimination. Describes order using words like first, then and last.</p> <p>MR 4b.5 Arranges and orders multiple objects by size, length, hue or weight.</p>
<p>Math 4 yr.3.2 Directly compare two objects using measurable attributes (for example, length [longer/shorter], weight [heavier/lighter], and size [bigger/smaller]).</p>	<p>MR 4 Measurement: <i>Estimates and measures. Compares and seriates.</i></p> <p>MR 4a.2 Explores size and weight of objects in relation to self.</p> <p>MR 4a.3 Determines which object is bigger (heavier, longer) when given two objects.</p> <p>MR 4a.4 Uses nonstandard measurement tools to estimate approximate size or volume. Verifies estimation with help.</p> <p>MR 4a.5 Estimates (not always logically) size and volume. Measures and describes findings.</p> <p>MR 4b.2 Places objects in a line. Demonstrates an understanding of more, none and one.</p> <p>MR 4b.3 Compares and orders two to three objects according to size, length, hue or weight.</p> <p>MR 4b.4 Orders multiple objects by one feature using process of elimination. Describes order using words like first, then and last.</p> <p>MR 4b.5 Arranges and orders multiple objects by size, length, hue or weight.</p> <p>SCI 1 Investigation & Inquiry: <i>Observes, inquires and investigates objects and events to gain understanding.</i></p> <p>SCI 1.3 Investigates an object or group of objects in multiple ways. Recognizes a problem and asks for help.</p> <p>SCI 1.4 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.</p> <p>SCI 1.5 Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.</p>
<p>Math 4 yr.3.3 Classify/sort objects into given categories (for example, color, size, shape) by specified attributes.</p>	<p>MR 6 Classification: <i>Matches and sorts.</i></p> <p>MR 6.1 Recognizes familiar people and objects.</p> <p>MR 6.2 When shown one object, finds the match.</p> <p>MR 6.3 Sorts objects by one feature, such as size or color. Groups objects by common characteristics.</p> <p>MR 6.4 After sorting objects by one feature, sorts again by a different feature.</p> <p>MR 6.5 Sorts objects by more than one feature and explains why.</p> <p>SCI 2 Natural & Earth Science: <i>Understanding living and nonliving things. Demonstrates knowledge of Earth's environment.</i></p>

	<p>SCI 2a.3 Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics.</p> <p>SCI 2a.4 Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move.</p> <p>SCI 2a.5 Recognizes that all living things have similar basic needs. Sorts organisms as living or nonliving and explains why.</p> <p>SCI 3 Physical Science: <i>Explores forces, motion and physical properties of materials.</i></p> <p>Uses body to push or pull toys.</p> <p>SCI 3.3 Explores motion by moving, rolling, blowing on or dropping a toy. Begins to name colors.</p> <p>SCI 3.4 Explains how common vehicles, animals and people move. Sorts objects by type of movement. Describes basic physical properties of objects including textures and colors.</p> <p>SCI 3.5 Experiments with and explains invisible forces, e.g., ramps, magnets. Manipulates matter and observes any physical changes that may occur.</p>
<p>Math 4 yr.3.4 Compare the number of objects in each category to identify which groups contain more or less, or are the same.</p>	<p>MR 1 Number Sense: <i>Identifies numerals. Determines quantity. Understands operations.</i></p> <p>MR 1a.2 Recognizes the numeral one and sees other numerals around the room.</p> <p>MR 1a.3 Recognizes numerals to three.</p> <p>MR 1a.4 Identifies numerals to five.</p> <p>MR 1a.5 Identifies numerals to 10.</p> <p>MR 1b.3 Points to one object at a time while counting (not always in correct order).</p> <p>MR 1b.4 Counts up to ten objects.</p> <p>MR 1b.5 Counts up to 20 objects.</p> <p>MR 1c.2 Demonstrates an understanding of one, two and more.</p> <p>MR 1c.3 Creates groups of objects. Adds to and removes from group as prompted.</p> <p>MR 1c.4 Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.</p> <p>MR 1c.5 Solves addition and subtraction problems within ten.</p> <p>MR 6 Classification: <i>Matches and sorts.</i></p> <p>MR 6.1 Recognizes familiar people and objects.</p> <p>MR 6.2 When shown one object, finds the match.</p> <p>MR 6.3 Sorts objects by one feature, such as size or color. Groups objects by common characteristics.</p>

	<p>MR 6.4 After sorting objects by one feature, sorts again by a different feature. MR 6.5 Sorts objects by more than one feature and explains why.</p> <p>SCI 2 Natural & Earth Science: <i>Understanding living and nonliving things. Demonstrates knowledge of Earth's environment.</i> SCI 2a.3 Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics. SCI 2a.4 Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move. SCI 2a.5 Recognizes that all living things have similar basic needs. Sorts organisms as living or nonliving and explains why.</p> <p>SCI 3 Physical Science: <i>Explores forces, motion and physical properties of materials.</i> Uses body to push or pull toys. SCI 3.3 Explores motion by moving, rolling, blowing on or dropping a toy. Begins to name colors. SCI 3.4 Explains how common vehicles, animals and people move. Sorts objects by type of movement. Describes basic physical properties of objects including textures and colors. SCI 3.5 Experiments with and explains invisible forces, e.g., ramps, magnets. Manipulates matter and observes any physical changes that may occur.</p>
<p>Strand 4: Geometry <i>Geometry involves the ability to identify, describe, compare, and create shapes.</i></p>	
Utah's Core Standards for 3-Year-Olds	Curriculum Alignment
<p>Math 3 yr.4.1 Match, point to, and begin to identify basic shapes by name.</p>	<p>SED 3 Attention & Persistence: <i>Attends and engages. Shows flexibility and inventiveness.</i> SED 3a.2 Attends to what others are looking at or pointing to.</p> <p>LLD 1 Listening (Receptive Language): <i>Understands and interprets language (both words and gestures). Follow directions.</i> LLD 1a.2 Shows understanding of a variety of single familiar words. Points at named objects or body parts.</p> <p>LLD 2 Communication (Expressive Language): <i>Uses verbal and nonverbal communication to express ideas. Uses conversational skills. Uses and expands vocabulary. Hears small units of sound.</i></p>

	<p>LLD 2c.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.</p> <p>MR 2 Spatial Awareness: <i>Understands how objects move in space. Determines object location.</i> MR 2a.3 Recognizes objects that are upside-down and turns them right-side up. Puts together three pieces to create a whole object.</p> <p>MR 3 Shapes: <i>Identifies shapes and their characteristics.</i> MR 3.2 Matches two identical shapes. MR 3.3 Identifies a few basic shapes. MR 3.4 Identifies four to six basic geometric shapes.</p> <p>MR 6 Classification: <i>Matches and sorts.</i> MR 6.2 When shown one object, finds the match. MR 6.3 Sorts objects by one feature, such as size or color. Groups objects by common characteristics.</p>
Math 3 yr.4.2 BEGINS IN 4-YEAR-OLD STANDARD.	SEE FOUR-YEAR-OLD STANDARDS
Math 3 yr.4.3 BEGINS IN 4-YEAR-OLD STANDARD.	SEE FOUR-YEAR-OLD STANDARDS
<p>Math 3 yr.4.4 With prompting and support, begin to identify attributes of basic two-dimensional shapes (for example, a rectangle has two long sides and two short sides).</p>	<p>SED 3 Attention & Persistence: <i>Attends and engages. Shows flexibility and inventiveness.</i> SED 3a.2 Attends to what others are looking at or pointing to.</p> <p>LLD 1 Listening (Receptive Language): <i>Understands and interprets language (both words and gestures). Follow directions.</i> LLD 1a.2 Shows understanding of a variety of single familiar words. Points at named objects or body parts.</p> <p>LLD 2 Communication (Expressive Language): <i>Uses verbal and nonverbal communication to express ideas . Uses conversational skills. Uses and expands vocabulary. Hears small units of sound.</i> LLD 2c.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.</p> <p>MR 2 Spatial Awareness: <i>Understands how objects move in space. Determines object location.</i> MR 2a.3 Recognizes objects that are upside-down and turns them right-side up. Puts together three pieces to create a whole object.</p>

	<p>MR 3 Shapes: <i>Identifies shapes and their characteristics.</i> MR 3.2 Matches two identical shapes. MR 3.3 Identifies a few basic shapes. MR 3.4 Identifies four to six basic geometric shapes. MR 3.5 Describes basic and complex two- and three-dimensional shapes using own words.</p> <p>MR 6 Classification: <i>Matches and sorts.</i> MR 6.2 When shown one object, finds the match. MR 6.3 Sorts objects by one feature, such as size or color. Groups objects by common characteristics.</p>
<p>Math 3 yr.4.5 Explore shapes using a variety of media (for example, blocks, stickers, play dough/clay, art supplies).</p>	<p>SED 3 Attention & Persistence: <i>Attends and engages. Shows flexibility and inventiveness.</i> SED 3a.2 Attends to what others are looking at or pointing to.</p> <p>LLD 1 Listening (Receptive Language): <i>Understands and interprets language (both words and gestures). Follow directions.</i> LLD 1a.2 Shows understanding of a variety of single familiar words. Points at named objects or body parts.</p> <p>LLD 2 Communication (Expressive Language): <i>Uses verbal and nonverbal communication to express ideas . Uses conversational skills. Uses and expands vocabulary. Hears small units of sound.</i> LLD 2c.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.</p> <p>MR 2 Spatial Awareness: <i>Understands how objects move in space. Determines object location.</i> MR 2a.3 Recognizes objects that are upside-down and turns them right-side up. Puts together three pieces to create a whole object.</p> <p>MR 3 Shapes: <i>Identifies shapes and their characteristics.</i> MR 3.2 Matches two identical shapes. MR 3.3 Identifies a few basic shapes. MR 3.4 Identifies four to six basic geometric shapes.</p> <p>MR 6 Classification: <i>Matches and sorts.</i> MR 6.2 When shown one object, finds the match. MR 6.3 Sorts objects by one feature, such as size or color. Groups objects by common characteristics.</p>

	<p>CA 3 Visual Arts: <i>Expresses through 2D and 3D visual art and develops visual art techniques.</i></p> <p>CA 3a.2 Scribbles, colors or paints intentionally on paper.</p> <p>CA 3a.3 Explores a variety of artistic tools and media.</p> <p>CA 3a.4 Makes choices throughout the artistic process.</p> <p>CA 3b.3 Uses materials to create shapes and symbols.</p> <p>CA 3b.4 Chooses an object or art tool to use with a given medium for a desired effect.</p>
<p>Math 3 yr.4.6 Explore combining basic shapes together to represent an object (for example, use a square and a triangle to make a house).</p>	<p>SED 3 Attention & Persistence: <i>Attends and engages. Shows flexibility and inventiveness.</i></p> <p>SED 3a.2 Attends to what others are looking at or pointing to.</p> <p>LLD 1 Listening (Receptive Language): <i>Understands and interprets language (both words and gestures). Follow directions.</i></p> <p>LLD 1a.2 Shows understanding of a variety of single familiar words. Points at named objects or body parts.</p> <p>LLD 2 Communication (Expressive Language): <i>Uses verbal and nonverbal communication to express ideas . Uses conversational skills. Uses and expands vocabulary. Hears small units of sound.</i></p> <p>LLD 2c.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.</p> <p>MR 2 Spatial Awareness: <i>Understands how objects move in space. Determines object location.</i></p> <p>MR 2a.3 Recognizes objects that are upside-down and turns them right-side up. Puts together three pieces to create a whole object.</p> <p>MR 2a.4 Matches two objects even if turned different ways. Uses a guide to assemble 12 puzzle pieces.</p> <p>MR 2a.5 Identifies and corrects the orientation of familiar objects and symbols. Assembles a puzzle without using a guide.</p> <p>MR 2a.6 Identifies 2D and 3D shapes regardless of orientation. Creates complex shapes by putting together or taking apart other shapes.</p> <p>MR 2b.3 Finds or places objects next to, between, in front of or behind self.</p> <p>MR 2b.4 When prompted, places objects next to, between, in front of or behind objects not related to self.</p> <p>MR 2b.5 Explains the location of an object in relation to another object.</p> <p>MR 2b.6 Makes simple maps or models to represent the location of objects.</p> <p>MR 3 Shapes: <i>Identifies shapes and their characteristics.</i></p> <p>MR 3.2 Matches two identical shapes.</p>

	<p>MR 3.3 Identifies a few basic shapes. MR 3.4 Identifies four to six basic geometric shapes.</p> <p>MR 6 Classification: <i>Matches and sorts.</i> MR 6.2 When shown one object, finds the match. MR 6.3 Sorts objects by one feature, such as size or color. Groups objects by common characteristics.</p> <p>CA 3 Visual Arts: <i>Expresses through 2D and 3D visual art and develops visual art techniques.</i> CA 3a.2 Scribbles, colors or paints intentionally on paper. CA 3a.3 Explores a variety of artistic tools and media. CA 3a.4 Makes choices throughout the artistic process. CA 3b.3 Uses materials to create shapes and symbols. CA 3b.4 Chooses an object or art tool to use with a given medium for a desired effect.</p>
Utah's Core Standards for 4-Year-Olds	Curriculum Alignment
<p>Math 4 yr.4.1 Describe objects in the environment by using names of shapes and identify the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.</p>	<p>SED 3 Attention & Persistence: <i>Attends and engages. Shows flexibility and inventiveness.</i> SED 3a.2 Attends to what others are looking at or pointing to.</p> <p>LLD 1 Listening (Receptive Language): <i>Understands and interprets language (both words and gestures). Follow directions.</i> LLD 1a.2 Shows understanding of a variety of single familiar words. Points at named objects or body parts. LLD 1a.3 Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions. LLD 1a.4 Listens then responds appropriately. Shows understanding of some complex vocabulary. Asks for clarification when doesn't understand.</p> <p>LLD 2 Communication (Expressive Language): <i>Uses verbal and nonverbal communication to express ideas . Uses conversational skills. Uses and expands vocabulary. Hears small units of sound.</i> LLD 2c.3 Identifies familiar people, places and objects. Asks what a specific person or object is called. LLD 2c.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe. LLD 2c.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.</p>

MR 2 Spatial Awareness: *Understands how objects move in space. Determines object location.*

MR 2a.3 Recognizes objects that are upside-down and turns them right-side up. Puts together three pieces to create a whole object.

MR 2a.4 Matches two objects even if turned different ways. Uses a guide to assemble 12 puzzle pieces.

MR 2a.5 Identifies and corrects the orientation of familiar objects and symbols. Assembles a puzzle without using a guide.

MR 2a.6 Identifies 2D and 3D shapes regardless of orientation. Creates complex shapes by putting together or taking apart other shapes.

MR 2b.3 Finds or places objects next to, between, in front of or behind self.

MR 2b.4 When prompted, places objects next to, between, in front of or behind objects not related to self.

MR 2b.5 Explains the location of an object in relation to another object.

MR 2b.6 Makes simple maps or models to represent the location of objects.

MR 3 Shapes: *Identifies shapes and their characteristics.*

MR 3.2 Matches two identical shapes.

MR 3.3 Identifies a few basic shapes.

MR 3.4 Identifies four to six basic geometric shapes.

MR 3.5 Describes basic and complex two- and three-dimensional shapes using own words.

MR 6 Classification: *Matches and sorts.*

MR 6.2 When shown one object, finds the match.

MR 6.3 Sorts objects by one feature, such as size or color. Groups objects by common characteristics.

MR 6.4 After sorting objects by one feature, sorts again by a different feature.

MR 6.5 Sorts objects by more than one feature and explains why.

Math 4 yr.4.2 Identify and name basic shapes regardless of their size and/or orientation (the way the object is turned or flipped).

SED 3 Attention & Persistence: *Attends and engages. Shows flexibility and inventiveness.*

SED 3a.2 Attends to what others are looking at or pointing to.

LLD 1 Listening (Receptive Language): *Understands and interprets language (both words and gestures). Follow directions.*

LLD 1a.2 Shows understanding of a variety of single familiar words. Points at named objects or body parts.

LLD 1a.3 Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions.

LLD 1a.4 Listens then responds appropriately. Shows understanding of some complex vocabulary. Asks for clarification when doesn't understand.

LLD 2 Communication (Expressive Language): *Uses verbal and nonverbal communication to express ideas. Uses conversational skills. Uses and expands vocabulary. Hears small units of sound.*

LLD 2c.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.

LLD 2c.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.

LLD 2c.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.

MR 2 Spatial Awareness: *Understands how objects move in space. Determines object location.*

MR 2a.3 Recognizes objects that are upside-down and turns them right-side up. Puts together three pieces to create a whole object.

MR 2a.4 Matches two objects even if turned different ways. Uses a guide to assemble 12 puzzle pieces.

MR 2a.5 Identifies and corrects the orientation of familiar objects and symbols. Assembles a puzzle without using a guide.

MR 2a.6 Identifies 2D and 3D shapes regardless of orientation. Creates complex shapes by putting together or taking apart other shapes.

MR 2b.3 Finds or places objects next to, between, in front of or behind self.

MR 2b.4 When prompted, places objects next to, between, in front of or behind objects not related to self.

MR 2b.5 Explains the location of an object in relation to another object.

MR 2b.6 Makes simple maps or models to represent the location of objects.

MR 3 Shapes: *Identifies shapes and their characteristics.*

MR 3.2 Matches two identical shapes.

MR 3.3 Identifies a few basic shapes.

	<p>MR 3.4 Identifies four to six basic geometric shapes. MR 3.5 Describes basic and complex two- and three-dimensional shapes using own words.</p> <p>MR 6 Classification: <i>Matches and sorts.</i> MR 6.2 When shown one object, finds the match. MR 6.3 Sorts objects by one feature, such as size or color. Groups objects by common characteristics. MR 6.4 After sorting objects by one feature, sorts again by a different feature. MR 6.5 Sorts objects by more than one feature and explains why.</p>
<p>Math 4 yr.4.3 Begin to explore that shapes can be two-dimensional (flat) or three-dimensional (solid).</p>	<p>MR 2 Spatial Awareness: <i>Understands how objects move in space. Determines object location.</i> MR 2a.3 Recognizes objects that are upside-down and turns them right-side up. Puts together three pieces to create a whole object. MR 2a.4 Matches two objects even if turned different ways. Uses a guide to assemble 12 puzzle pieces. MR 2a.5 Identifies and corrects the orientation of familiar objects and symbols. Assembles a puzzle without using a guide. MR 2a.6 Identifies 2D and 3D shapes regardless of orientation. Creates complex shapes by putting together or taking apart other shapes. MR 2b.3 Finds or places objects next to, between, in front of or behind self. MR 2b.4 When prompted, places objects next to, between, in front of or behind objects not related to self. MR 2b.5 Explains the location of an object in relation to another object. MR 2b.6 Makes simple maps or models to represent the location of objects.</p> <p>MR 3 Shapes: <i>Identifies shapes and their characteristics.</i> MR 3.2 Matches two identical shapes. MR 3.3 Identifies a few basic shapes. MR 3.4 Identifies four to six basic geometric shapes. MR 3.5 Describes basic and complex two- and three-dimensional shapes using own words.</p> <p>MR 6 Classification: <i>Matches and sorts.</i> MR 6.2 When shown one object, finds the match. MR 6.3 Sorts objects by one feature, such as size or color. Groups objects by common characteristics. MR 6.4 After sorting objects by one feature, sorts again by a different feature. MR 6.5 Sorts objects by more than one feature and explains why.</p>

<p>Math 4 yr.4.4 Describe attributes of basic two-dimensional shapes including size, number of sides, number of corners, etc</p>	<p>MR 2 Spatial Awareness: <i>Understands how objects move in space. Determines object location.</i></p> <p>MR 2a.3 Recognizes objects that are upside-down and turns them right-side up. Puts together three pieces to create a whole object.</p> <p>MR 2a.4 Matches two objects even if turned different ways. Uses a guide to assemble 12 puzzle pieces.</p> <p>MR 2a.5 Identifies and corrects the orientation of familiar objects and symbols. Assembles a puzzle without using a guide.</p> <p>MR 2a.6 Identifies 2D and 3D shapes regardless of orientation. Creates complex shapes by putting together or taking apart other shapes.</p> <p>MR 2b.3 Finds or places objects next to, between, in front of or behind self.</p> <p>MR 2b.4 When prompted, places objects next to, between, in front of or behind objects not related to self.</p> <p>MR 2b.5 Explains the location of an object in relation to another object.</p> <p>MR 2b.6 Makes simple maps or models to represent the location of objects.</p> <p>MR 3 Shapes: <i>Identifies shapes and their characteristics.</i></p> <p>MR 3.2 Matches two identical shapes.</p> <p>MR 3.3 Identifies a few basic shapes.</p> <p>MR 3.4 Identifies four to six basic geometric shapes.</p> <p>MR 3.5 Describes basic and complex two- and three-dimensional shapes using own words.</p> <p>MR 6 Classification: <i>Matches and sorts.</i></p> <p>MR 6.2 When shown one object, finds the match.</p> <p>MR 6.3 Sorts objects by one feature, such as size or color. Groups objects by common characteristics.</p> <p>MR 6.4 After sorting objects by one feature, sorts again by a different feature.</p> <p>MR 6.5 Sorts objects by more than one feature and explains why.</p>
<p>Math 4 yr.4.5 Create basic shapes using a variety of media (for example, blocks, stickers, play dough/clay, art supplies).</p>	<p>SED 3 Attention & Persistence: <i>Attends and engages. Shows flexibility and inventiveness.</i></p> <p>SED 3a.2 Attends to what others are looking at or pointing to.</p> <p>LLD 1 Listening (Receptive Language): <i>Understands and interprets language (both words and gestures). Follow directions.</i></p> <p>LLD 1a.2 Shows understanding of a variety of single familiar words. Points at named objects or body parts.</p> <p>LLD 2 Communication (Expressive Language): <i>Uses verbal and nonverbal communication to express ideas. Uses conversational skills. Uses and expands vocabulary. Hears small units of sound.</i></p>

	<p>LLD 2c.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.</p> <p>MR 2 Spatial Awareness: <i>Understands how objects move in space. Determines object location.</i> MR 2a.3 Recognizes objects that are upside-down and turns them right-side up. Puts together three pieces to create a whole object.</p> <p>MR 3 Shapes: <i>Identifies shapes and their characteristics.</i> MR 3.2 Matches two identical shapes. MR 3.3 Identifies a few basic shapes. MR 3.4 Identifies four to six basic geometric shapes. MR 3.5 Describes basic and complex two- and three-dimensional shapes using own words.</p> <p>MR 6 Classification: <i>Matches and sorts.</i> MR 6.2 When shown one object, finds the match. MR 6.3 Sorts objects by one feature, such as size or color. Groups objects by common characteristics. MR 6.4 After sorting objects by one feature, sorts again by a different feature. MR 6.5 Sorts objects by more than one feature and explains why.</p> <p>CA 3 Visual Arts: <i>Expresses through 2D and 3D visual art and develops visual art techniques.</i> CA 3a.2 Scribbles, colors or paints intentionally on paper. CA 3a.3 Explores a variety of artistic tools and media. CA 3a.4 Makes choices throughout the artistic process. CA 3b.3 Uses materials to create shapes and symbols. CA 3b.4 Chooses an object or art tool to use with a given medium for a desired effect.</p>
<p>Math 4 yr.4.6 Explore combining basic shapes to create new shapes (for exam, two triangles make a rhombus).</p>	<p>MR 2 Spatial Awareness: <i>Understands how objects move in space. Determines object location.</i> MR 2a.3 Recognizes objects that are upside-down and turns them right-side up. Puts together three pieces to create a whole object. MR 2a.4 Matches two objects even if turned different ways. Uses a guide to assemble 12 puzzle pieces. MR 2a.5 Identifies and corrects the orientation of familiar objects and symbols. Assembles a puzzle without using a guide. MR 2a.6 Identifies 2D and 3D shapes regardless of orientation. Creates complex shapes by putting together or taking apart other shapes. MR 2b.3 Finds or places objects next to, between, in front of or behind self.</p>

	<p>MR 2b.4 When prompted, places objects next to, between, in front of or behind objects not related to self.</p> <p>MR 2b.5 Explains the location of an object in relation to another object.</p> <p>MR 2b.6 Makes simple maps or models to represent the location of objects.</p> <p>MR 3 Shapes: <i>Identifies shapes and their characteristics.</i></p> <p>MR 3.2 Matches two identical shapes.</p> <p>MR 3.3 Identifies a few basic shapes.</p> <p>MR 3.4 Identifies four to six basic geometric shapes.</p> <p>MR 3.5 Describes basic and complex two- and three-dimensional shapes using own words.</p> <p>MR 6 Classification: <i>Matches and sorts.</i></p> <p>MR 6.2 When shown one object, finds the match.</p> <p>MR 6.3 Sorts objects by one feature, such as size or color. Groups objects by common characteristics.</p> <p>MR 6.4 After sorting objects by one feature, sorts again by a different feature.</p> <p>MR 6.5 Sorts objects by more than one feature and explains why.</p>
Physical Education	
<p>Strand 1: Motor Skills and Movement</p> <p><i>Motor skill development includes both small muscle and large muscle movements. Gross (large) motor skills include walking, kicking, hopping, galloping, running, sliding, skipping, leaping, and jumping. Fine (small) motor skills include activities to strengthen the hand and wrist, helping students to begin developing pre-writing skills.</i></p>	
Gross Motor	
Utah's Core Standards for 3-Year-Olds	Curriculum Alignment
<p>PE 3 yr.1.1 Participate in activities that develop control and balance during movement that moves the child from one place to another (for example, walk forward in a straight line, hop, run and stop, change direction, and jump over low objects).</p>	<p>PD 1 Gross Motor: <i>Builds strength, coordination and balance of large muscles.</i></p> <p>PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.</p> <p>PD 1.3 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body.</p> <p>PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects.</p>
<p>PE 3 yr.1.2 Participate in activities that develop coordination and balance in movement that does not move the child from one place to another (for example, balance on one foot, and move body parts in isolation).</p>	<p>PD 1 Gross Motor: <i>Builds strength, coordination and balance of large muscles.</i></p> <p>PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.</p> <p>PD 1.3 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body.</p>

	PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects.
PE 3 yr.1.3 Participate in activities that develop control of large muscles to manipulate objects (for example, throw and catch a ball, use a club to move a ball, ride wheeled toys).	PD 1 Gross Motor: <i>Builds strength, coordination and balance of large muscles.</i> PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects. PD 1.3 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body. PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects.
Utah's Core Standards for 4-Year-Olds	Curriculum Alignment
PE 4 yr.1.1 Demonstrate control and balance during movement that moves the child from one place to another (for example, walk forward in a straight line, hop, run and stop, change direction, and jump over low objects).	PD 1 Gross Motor: <i>Builds strength, coordination and balance of large muscles.</i> PD 1.3 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body. PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects. PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.
PE 4 yr.1.2 Demonstrate coordination and balance in movement that does not move the child from one place to another (for example, balance on one foot, and move body parts in isolation).	PD 1 Gross Motor: <i>Builds strength, coordination and balance of large muscles.</i> PD 1.3 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body. PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects. PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.
PE 4 yr.1.3 Demonstrate control of large muscles to manipulate objects (for example, throw and catch a ball, use a club to move a ball, ride wheeled toys).	PD 1 Gross Motor: <i>Builds strength, coordination and balance of large muscles.</i> PD 1.3 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body. PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects. PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.
Fine Motor	

Utah's Core Standards for 3-Year-Olds	Curriculum Alignment
<p>PE 3 yr.1.4 Manipulate small pieces or objects (puzzle pieces, interlocking cubes, tongs, etc.) and build with a variety of blocks.</p>	<p>PD 2 Fine Motor: <i>Builds strength and coordination of small movements.</i> PD 2.3 Opens, closes, twists and pulls objects with one or both hands. PD 2.4 Manipulates objects with hands doing different things. Snips with scissors. Begins to string large beads.</p> <p>MR 2 Spatial Awareness: <i>Understands how objects move in space. Determines object location.</i> MR 2a.3 Recognizes objects that are upside-down and turns them right-side up. Puts together three pieces to create a whole object. MR 2a.4 Matches two objects even if turned different ways. Uses a guide to assemble 12 puzzle pieces. MR 2a.5 Identifies and corrects the orientation of familiar objects and symbols. Assembles a puzzle without using a guide. MR 2a.6 Identifies 2D and 3D shapes regardless of orientation. Creates complex shapes by putting together or taking apart other shapes. MR 2b.3 Finds or places objects next to, between, in front of or behind self. MR 2b.4 When prompted, places objects next to, between, in front of or behind objects not related to self. MR 2b.5 Explains the location of an object in relation to another object. MR 2b.6 Makes simple maps or models to represent the location of objects.</p>
<p>PE 3 yr.1.5 With prompting and support, develop small muscle control by making lines, circles, and scribbles with writing tools (for example, chalk, crayons, paint, markers, digital tools).</p>	<p>PD 2 Fine Motor: <i>Builds strength and coordination of small movements.</i> PD 2.3 Opens, closes, twists and pulls objects with one or both hands. PD 2.4 Manipulates objects with hands doing different things. Snips with scissors. Begins to string large beads.</p> <p>CA 3 Visual Arts: <i>Expresses through 2D and 3D visual art and develops visual art techniques.</i> CA 3a.2 Scribbles, colors or paints intentionally on paper. CA 3a.3 Explores a variety of artistic tools and media. CA 3a.4 Makes choices throughout the artistic process. CA 3b.3 Uses materials to create shapes and symbols. CA 3b.4 Chooses an object or art tool to use with a given medium for a desired effect.</p>
PE 3 yr.1.6 BEGINS IN FOUR-YEAR-OLD STANDARDS	SEE FOUR-YEAR-OLD STANDARDS
PE 3 yr.1.7 BEGINS IN FOUR-YEAR-OLD STANDARDS	SEE FOUR-YEAR-OLD STANDARDS
Utah's Core Standards for 4-Year-Olds	Curriculum Alignment

<p>PE 4 yr.1.4 Demonstrate wrist, hand, and finger control (for example, screw on and off lids, button, zip, push an object, use scissors, create art).</p>	<p>PD 2 Fine Motor: <i>Builds strength and coordination of small movements.</i> PD 2.3 Opens, closes, twists and pulls objects with one or both hands. PD 2.4 Manipulates objects with hands doing different things. Snips with scissors. Begins to string large beads. PD 2.5 Follows a straight line when cutting and drawing. Buttons, zips, buckles and laces.</p> <p>MR 2 Spatial Awareness: <i>Understands how objects move in space. Determines object location.</i> MR 2a.3 Recognizes objects that are upside-down and turns them right-side up. Puts together three pieces to create a whole object. MR 2a.4 Matches two objects even if turned different ways. Uses a guide to assemble 12 puzzle pieces. MR 2a.5 Identifies and corrects the orientation of familiar objects and symbols. Assembles a puzzle without using a guide. MR 2a.6 Identifies 2D and 3D shapes regardless of orientation. Creates complex shapes by putting together or taking apart other shapes. MR 2b.3 Finds or places objects next to, between, in front of or behind self. MR 2b.4 When prompted, places objects next to, between, in front of or behind objects not related to self. MR 2b.5 Explains the location of an object in relation to another object. MR 2b.6 Makes simple maps or models to represent the location of objects.</p>
<p>PE 4 yr.1.5 Hold a pencil and other writing tools with a beginning pincer grasp (thumb to index finger grasp).</p>	<p>PD 2 Fine Motor: <i>Builds strength and coordination of small movements.</i> PD 2.3 Opens, closes, twists and pulls objects with one or both hands. PD 2.4 Manipulates objects with hands doing different things. Snips with scissors. Begins to string large beads. PD 2.5 Follows a straight line when cutting and drawing. Buttons, zips, buckles and laces.</p> <p>LLD 7 Writing: <i>Uses writing to represent meaning.</i> LLD 7.3 Writes letter-like forms and creates his/ her own symbols. Scribbles or draws marks as a representation of an object or person. LLD 7.4 Attempts to print or copy familiar symbols and letters, especially those that are in own name. Draws and explains who or what it represents. LLD 7.5 Prints first name. Copies print. Uses inventive spelling. Uses a combination of drawing, dictating and writing to express and record an event or idea.</p> <p>CA 3 Visual Arts: <i>Expresses through 2D and 3D visual art and develops visual art techniques.</i> CA 3a.2 Scribbles, colors or paints intentionally on paper.</p>

	<p>CA 3a.3 Explores a variety of artistic tools and media. CA 3a.4 Makes choices throughout the artistic process. CA 3b.3 Uses materials to create shapes and symbols. CA 3b.4 Chooses an object or art tool to use with a given medium for a desired effect.</p>
<p>PE 4 yr.1.6 Demonstrate eye-hand coordination (for example, pour from one object to another, strike a stationary object).</p>	<p>PD 1 Gross Motor: <i>Builds strength, coordination and balance of large muscles.</i> PD 1.3 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body. PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects. PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.</p> <p>PD 2 Fine Motor: <i>Builds strength and coordination of small movements.</i> PD 2.3 Opens, closes, twists and pulls objects with one or both hands. PD 2.4 Manipulates objects with hands doing different things. Snips with scissors. Begins to string large beads. PD 2.5 Follows a straight line when cutting and drawing. Buttons, zips, buckles and laces.</p>
<p>PE 4 yr.1.7 Demonstrate eye-hand coordination by independently creating simple handwriting strokes such as straight and intersecting lines, circles, and other simple shapes using a variety of writing tools.</p>	<p>PD 1 Gross Motor: <i>Builds strength, coordination and balance of large muscles.</i> PD 1.3 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body. PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects. PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.</p> <p>PD 2 Fine Motor: <i>Builds strength and coordination of small movements.</i> PD 2.3 Opens, closes, twists and pulls objects with one or both hands. PD 2.4 Manipulates objects with hands doing different things. Snips with scissors. Begins to string large beads. PD 2.5 Follows a straight line when cutting and drawing. Buttons, zips, buckles and laces.</p> <p>CA 3 Visual Arts: <i>Expresses through 2D and 3D visual art and develops visual art techniques.</i> CA 3a.2 Scribbles, colors or paints intentionally on paper. CA 3a.3 Explores a variety of artistic tools and media.</p>

	<p>CA 3a.4 Makes choices throughout the artistic process.</p> <p>CA 3a.5 Plans, designs and seeks materials to make a creation.</p> <p>CA 3b.3 Uses materials to create shapes and symbols.</p> <p>CA 3b.4 Chooses an object or art tool to use with a given medium for a desired effect.</p> <p>CA 3b.5 Uses artistic tools and media to create intentional designs or images.</p>
Strand 2: Efficient Movement and Performance <i>Efficient movement and performance are attained by demonstrating increasing control over body movements and an awareness of personal boundaries.</i>	
Utah's Core Standards for 3-Year-Olds	Curriculum Alignment
PE 3 yr.2.1 Begin to demonstrate awareness that personal boundaries exist.	<p>SED 3 Attention & Persistence: <i>Attends and engages. Shows flexibility and inventiveness.</i></p> <p>SED 3a.2 Attends to what others are looking at or pointing to.</p> <p>SED 3a.3 Focuses on an engaging activity for a short period of time independently or with an adult.</p> <p>SED 3a.4 Practices or repeats an activity many times until successful. Expresses delight over a successful project.</p> <p>SED 3b.2 Repeats actions to gain a result.</p> <p>SED 3b.3 Asserts a desire to start or end an activity. Asks for help as needed.</p> <p>SED 3b.4 Initiates an activity and seeks help to complete it.</p> <p>SED 4 Social Relationships: <i>Develops relationships with adults and peers. Participates cooperatively in groups. Identifies and respects differences in others.</i></p> <p>SED 4a.3 Identifies and plays side by side with a new or familiar person.</p> <p>SED 4a.4 Joins a group and participates in group play.</p> <p>SED 4b.3 Helps or participates in an activity when asked.</p> <p>SED 4b.4 Plays cooperatively with others and begins to share. Asks adult to help solve social problems.</p> <p>SED 4c.3 Identifies emotions of others. Demonstrates concern for others.</p> <p>SED 4c.4 Explains how and why someone may be feeling a certain emotion. Participates in group play with those different than self.</p>
Utah's Core Standards for 4-Year-Olds	Curriculum Alignment
PE 4 yr.2.1 Begin to maintain personal boundaries while participating in movement activities.	<p>SED 3 Attention & Persistence: <i>Attends and engages. Shows flexibility and inventiveness.</i></p> <p>SED 3a.2 Attends to what others are looking at or pointing to.</p>

	<p>SED 3a.3 Focuses on an engaging activity for a short period of time independently or with an adult.</p> <p>SED 3a.4 Practices or repeats an activity many times until successful. Expresses delight over a successful project.</p> <p>SED 3a.5 Sustains focus for at least five minutes, persisting even if there are problems or distractions.</p> <p>SED 3b.2 Repeats actions to gain a result.</p> <p>SED 3b.3 Asserts a desire to start or end an activity. Asks for help as needed.</p> <p>SED 3b.4 Initiates an activity and seeks help to complete it.</p> <p>SED 3b.5 Demonstrates flexibility and imagination while working on a task.</p> <p>SED 4 Social Relationships: <i>Develops relationships with adults and peers. Participates cooperatively in groups. Identifies and respects differences in others.</i></p> <p>SED 4a.3 Identifies and plays side by side with a new or familiar person.</p> <p>SED 4a.4 Joins a group and participates in group play.</p> <p>SED 4a.5 Initiates play, conversations and interactions with one or more persons.</p> <p>SED 4b.3 Helps or participates in an activity when asked.</p> <p>SED 4b.4 Plays cooperatively with others and begins to share. Asks adult to help solve social problems.</p> <p>SED 4c.3 Identifies emotions of others. Demonstrates concern for others.</p> <p>SED 4c.4 Explains how and why someone may be feeling a certain emotion. Participates in group play with those different than self.</p> <p>SED 4c.5 Shows interest in learning about and interacting with peers who look, learn, believe or move differently.</p>
<p>Strand 3: Physical Activity As A Tool For Wellness.</p> <p><i>Children will identify activities that bring satisfaction and pleasure through participating and through reflecting on physical activity and how can promote a lifetime of wellness.</i></p>	
Utah's Core Standards for 3-Year-Olds	Curriculum Alignment
<p>PE 3 yr.3.1 Recognize how exercise and physical activity influence our physical and emotional wellness (for example, feel the change in breathing or heart rate, talk about how it helps our muscles and body, ask what physical activities a child enjoys).</p>	<p>SED 2 Self-Regulation: <i>Identifies emotions. Manages feelings and behavior. Follows routines and transitions.</i></p> <p>SED 2a.2 Show a range of emotions with facial expressions and gestures.</p> <p>SED 2a.3 Experiments and role-plays with a range of emotions.</p> <p>SED 2a.4 Recognizes and names a few personal feelings.</p> <p>SED 2b.3 Mimics breathing and calming strategies. Practices waiting for a turn.</p> <p>SED 2b.4 Controls impulses with reminders.</p>

	<p>PD 4 Personal Care: <i>Implements self-help routines for hygiene and dressing.</i> PD 4.2 Recognizes the difference between dirty and clean. Begins to participate in self-care activities. Points to body parts when prompted. PD 4.3 With help, participates in healthcare routines. Identifies body parts. Describes basic personal needs. PD 4.4 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.</p> <p>LLD 1 Listening (Receptive Language): <i>Understands and interprets language (both words and gestures). Follow directions.</i> LLD 1a.2 Shows understanding of a variety of single familiar words. Points at named objects or body parts.</p>
Utah's Core Standards for 4-Year-Olds	Curriculum Alignment
<p>PE 4 yr.3.1 Recognize how exercise and physical activity influence our physical and emotional wellness (for example, feel the change in breathing or heart rate, talk about how it helps our muscles and body, ask what physical activities a child enjoys).</p>	<p>SED 2 Self-Regulation: <i>Identifies emotions. Manages feelings and behavior. Follows routines and transitions.</i> SED 2a.2 Show a range of emotions with facial expressions and gestures. SED 2a.3 Experiments and role-plays with a range of emotions. SED 2a.4 Recognizes and names a few personal feelings. SED 2a.5 Identifies and describes personal feelings. SED 2b.3 Mimics breathing and calming strategies. Practices waiting for a turn. SED 2b.4 Controls impulses with reminders. SED 2b.5 Uses strategies to manage behavior. Anticipates a change in routine and begins to prepare self by finding a desired thing or person.</p> <p>PD 4 Personal Care: <i>Implements self-help routines for hygiene and dressing.</i> PD 4.2 Recognizes the difference between dirty and clean. Begins to participate in self-care activities. Points to body parts when prompted. PD 4.3 With help, participates in healthcare routines. Identifies body parts. Describes basic personal needs. PD 4.4 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. PD 4.5 Explains how germs spread and describes simple strategies for preventing the spread. Distinguishes between basic needs and wants for living creatures.</p>

	<p>PD 4.6 Regulates personal needs for nutrition, activity and rest with few reminders. When feeling sick, describes symptoms. Recognizes the difference between contagious and noncommunicable diseases.</p> <p>LLD 1 Listening (Receptive Language): <i>Understands and interprets language (both words and gestures). Follow directions.</i></p> <p>LLD 1a.2 Shows understanding of a variety of single familiar words. Points at named objects or body parts.</p>
Science	
<p>Strand 1: Weather <i>Weather is the combination of sunlight, wind, snow, or rain, and temperature in a particular place at a particular time. Humans can plan and prepare for different weather conditions.</i></p>	
Utah's Core Standards for 3- and 4-Year-Olds	Curriculum Alignment
<p>Sci 3-4 yr.1.1 Obtain and communicate information about local, observable weather conditions while exploring and describing patterns found in different seasons. Emphasize the observation and recognition of data. Examples of data may include sunny, cloudy, windy, rainy, snowy, cold, or warm.</p>	<p>SCI 2 Natural & Earth Science: <i>Understanding living and nonliving things. Demonstrates knowledge of Earth's environment.</i></p> <p>SCI 2a.3 Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics.</p> <p>SCI 2a.4 Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move.</p> <p>SCI 2a.5 Recognizes that all living things have similar basic needs. Sorts organisms as living or nonliving and explains why.</p> <p>SCI 2b.2 Understands hot and cold. Points at clouds and explores the feel of rain and wind.</p> <p>SCI 2b.3 Notices changes in temperature or weather.</p> <p>SCI 2b.4 Identifies the climate and weather in the immediate environment.</p> <p>SCI 2b.5 Identifies current season and explains how weather affects personal life.</p>
<p>Sci 3-4 yr.1.2 Obtain and communicate information about human behavior patterns in different weather conditions. Emphasize the observation and recognition of data. Examples of data may include clothing, food, safety, and other preparations for expected weather.</p>	<p>SCI 2 Natural & Earth Science: <i>Understanding living and nonliving things. Demonstrates knowledge of Earth's environment.</i></p> <p>SCI 2a.3 Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics.</p> <p>SCI 2a.4 Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move.</p> <p>SCI 2a.5 Recognizes that all living things have similar basic needs. Sorts organisms as living or nonliving and explains why.</p> <p>SCI 2b.2 Understands hot and cold. Points at clouds and explores the feel of rain and wind.</p>

	<p>SCI 2b.3 Notices changes in temperature or weather.</p> <p>SCI 2b.4 Identifies the climate and weather in the immediate environment.</p> <p>SCI 2b.5 Identifies current season and explains how weather affects personal life.</p>
<p>Strand 2: Light</p> <p><i>Sunlight has an effect on surfaces. Objects can be seen when light is available to illuminate them. Light is required for plant growth.</i></p>	
Utah's Core Standards for 3- and 4-Year-Olds	Curriculum Alignment
<p>Sci 3–4 yr.2.1 Plan and carry out an investigation using the five senses to determine the effect of sunlight on different surfaces and materials. Examples could include determining if the effect is hot or cold or a light or dark surface.</p>	<p>SCI 1 Investigation & Inquiry: <i>Observes, inquires and investigates objects and events to gain understanding.</i></p> <p>SCI 1.2 Demonstrates curiosity about objects by touching and manipulating them. Asks one- to two-word questions.</p> <p>SCI 1.3 Investigates an object or group of objects in multiple ways. Recognizes a problem and asks for help.</p> <p>SCI 1.4 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.</p> <p>SCI 1.5 Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.</p> <p>SCI 2 Natural & Earth Science: <i>Understanding living and nonliving things. Demonstrates knowledge of Earth's environment.</i></p> <p>SCI 2a.3 Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics.</p> <p>SCI 2a.4 Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move.</p> <p>SCI 2a.5 Recognizes that all living things have similar basic needs. Sorts organisms as living or nonliving and explains why.</p> <p>SCI 2b.2 Understands hot and cold. Points at clouds and explores the feel of rain and wind.</p> <p>SCI 2b.3 Notices changes in temperature or weather.</p> <p>SCI 2b.4 Identifies the climate and weather in the immediate environment.</p> <p>SCI 2b.5 Identifies current season and explains how weather affects personal life.</p> <p>SCI 3 Physical Science: <i>Explores forces, motion and physical properties of materials.</i></p> <p>SCI 3.2 Reacts to changes in texture, smell, sound or sight. Uses body to push or pull toys.</p> <p>SCI 3.3 Explores motion by moving, rolling, blowing on or dropping a toy.</p>

	<p>Begins to name colors.</p> <p>SCI 3.4 Explains how common vehicles, animals and people move. Sorts objects by type of movement. Describes basic physical properties of objects including textures and colors.</p> <p>SCI 3.5 Experiments with and explains invisible forces, e.g., ramps, magnets. Manipulates matter and observes any physical changes that may occur.</p> <p>MR 7 Logic & Reasoning: <i>Recalls information, builds memory, reasoning and problem-solving skills.</i></p> <p>MR 7.2 Experiments with cause and effect.</p> <p>MR 7.3 Asks why. Begins to understand how things are connected. Recognizes a problem and asks for help.</p> <p>MR 7.4 Plans steps to accomplish tasks and explores many possible solutions to a problem.</p> <p>MR 7.5 Uses previous knowledge to determine which solution to try first when solving a problem or planning how to accomplish a task.</p>
<p>Sci 3–4 yr.2.2 Carry out an investigation to show the effect of light in illuminating objects. Emphasize that objects can be seen when light is available to illuminate them. Examples could include observations about light when navigating a room with the lights off compared to the lights on.</p>	<p>SCI 1 Investigation & Inquiry: <i>Observes, inquires and investigates objects and events to gain understanding.</i></p> <p>SCI 1.2 Demonstrates curiosity about objects by touching and manipulating them. Asks one- to two-word questions.</p> <p>SCI 1.3 Investigates an object or group of objects in multiple ways. Recognizes a problem and asks for help.</p> <p>SCI 1.4 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.</p> <p>SCI 1.5 Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.</p> <p>SCI 2 Natural & Earth Science: <i>Understanding living and nonliving things. Demonstrates knowledge of Earth's environment.</i></p> <p>SCI 2a.3 Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics.</p> <p>SCI 2a.4 Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move.</p> <p>SCI 2a.5 Recognizes that all living things have similar basic needs. Sorts organisms as living or nonliving and explains why.</p> <p>SCI 2b.2 Understands hot and cold. Points at clouds and explores the feel of rain and wind.</p> <p>SCI 2b.3 Notices changes in temperature or weather.</p> <p>SCI 2b.4 Identifies the climate and weather in the immediate environment.</p> <p>SCI 2b.5 Identifies current season and explains how weather affects personal</p>

	<p>life.</p> <p>SCI 3 Physical Science: <i>Explores forces, motion and physical properties of materials.</i></p> <p>SCI 3.2 Reacts to changes in texture, smell, sound or sight. Uses body to push or pull toys.</p> <p>SCI 3.3 Explores motion by moving, rolling, blowing on or dropping a toy. Begins to name colors.</p> <p>SCI 3.4 Explains how common vehicles, animals and people move. Sorts objects by type of movement. Describes basic physical properties of objects including textures and colors.</p> <p>SCI 3.5 Experiments with and explains invisible forces, e.g., ramps, magnets. Manipulates matter and observes any physical changes that may occur.</p> <p>MR 7 Logic & Reasoning: <i>Recalls information, builds memory, reasoning and problem-solving skills.</i></p> <p>MR 7.2 Experiments with cause and effect.</p> <p>MR 7.3 Asks why. Begins to understand how things are connected. Recognizes a problem and asks for help.</p> <p>MR 7.4 Plans steps to accomplish tasks and explores many possible solutions to a problem.</p> <p>MR 7.5 Uses previous knowledge to determine which solution to try first when solving a problem or planning how to accomplish a task.</p>
<p>Sci 3– 4yr.2.3 Plan and carry out an investigation to determine the effect of sunlight and water on plant growth. Examples could include growing plants in light or dark places.</p>	<p>SCI 1 Investigation & Inquiry: <i>Observes, inquires and investigates objects and events to gain understanding.</i></p> <p>SCI 1.2 Demonstrates curiosity about objects by touching and manipulating them. Asks one- to two-word questions.</p> <p>SCI 1.3 Investigates an object or group of objects in multiple ways. Recognizes a problem and asks for help.</p> <p>SCI 1.4 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.</p> <p>SCI 1.5 Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.</p> <p>SCI 2 Natural & Earth Science: <i>Understanding living and nonliving things. Demonstrates knowledge of Earth's environment.</i></p> <p>SCI 2a.3 Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics.</p> <p>SCI 2a.4 Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move.</p>

	<p>SCI 2a.5 Recognizes that all living things have similar basic needs. Sorts organisms as living or nonliving and explains why.</p> <p>SCI 2b.2 Understands hot and cold. Points at clouds and explores the feel of rain and wind.</p> <p>SCI 2b.3 Notices changes in temperature or weather.</p> <p>SCI 2b.4 Identifies the climate and weather in the immediate environment.</p> <p>SCI 2b.5 Identifies current season and explains how weather affects personal life.</p> <p>SCI 3 Physical Science: <i>Explores forces, motion and physical properties of materials.</i></p> <p>SCI 3.2 Reacts to changes in texture, smell, sound or sight. Uses body to push or pull toys.</p> <p>SCI 3.3 Explores motion by moving, rolling, blowing on or dropping a toy. Begins to name colors.</p> <p>SCI 3.4 Explains how common vehicles, animals and people move. Sorts objects by type of movement. Describes basic physical properties of objects including textures and colors.</p> <p>SCI 3.5 Experiments with and explains invisible forces, e.g., ramps, magnets. Manipulates matter and observes any physical changes that may occur.</p> <p>MR 7 Logic & Reasoning: <i>Recalls information, builds memory, reasoning and problem-solving skills.</i></p> <p>MR 7.2 Experiments with cause and effect.</p> <p>MR 7.3 Asks why. Begins to understand how things are connected. Recognizes a problem and asks for help.</p> <p>MR 7.4 Plans steps to accomplish tasks and explores many possible solutions to a problem.</p> <p>MR 7.5 Uses previous knowledge to determine which solution to try first when solving a problem or planning how to accomplish a task.</p>
<p>Strand 3: Living Things</p> <p><i>Living things (humans, animals, and plants) depend on their surroundings to get what they need, including food, water, and shelter, to survive. Behavior patterns between parents and Offspring can help humans and animals to survive.</i></p>	
Utah's Core Standards for 3- and 4-Year-Olds	Curriculum Alignment
<p>Sci 3-4 yr.3.1 Obtain and communicate information about the effect of water and food on living things. Examples could include plants depend on water to live, and animals depend on water and food to live.</p>	<p>SCI 1 Investigation & Inquiry: <i>Observes, inquires and investigates objects and events to gain understanding.</i></p> <p>SCI 1.2 Demonstrates curiosity about objects by touching and manipulating them. Asks one- to two-word questions.</p>

SCI 1.3 Investigates an object or group of objects in multiple ways. Recognizes a problem and asks for help.
SCI 1.4 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.
SCI 1.5 Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.

SCI 2 Natural & Earth Science: *Understanding living and nonliving things. Demonstrates knowledge of Earth's environment.*

SCI 2a.3 Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics.
SCI 2a.4 Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move.
SCI 2a.5 Recognizes that all living things have similar basic needs. Sorts organisms as living or nonliving and explains why.
SCI 2b.2 Understands hot and cold. Points at clouds and explores the feel of rain and wind.
SCI 2b.3 Notices changes in temperature or weather.
SCI 2b.4 Identifies the climate and weather in the immediate environment.
SCI 2b.5 Identifies current season and explains how weather affects personal life.

SCI 3 Physical Science: *Explores forces, motion and physical properties of materials.*

SCI 3.2 Reacts to changes in texture, smell, sound or sight. Uses body to push or pull toys.
SCI 3.3 Explores motion by moving, rolling, blowing on or dropping a toy. Begins to name colors.
SCI 3.4 Explains how common vehicles, animals and people move. Sorts objects by type of movement. Describes basic physical properties of objects including textures and colors.
SCI 3.5 Experiments with and explains invisible forces, e.g., ramps, magnets. Manipulates matter and observes any physical changes that may occur.

MR 7 Logic & Reasoning: *Recalls information, builds memory, reasoning and problem-solving skills.*

MR 7.2 Experiments with cause and effect.
MR 7.3 Asks why. Begins to understand how things are connected. Recognizes a problem and asks for help.
MR 7.4 Plans steps to accomplish tasks and explores many possible solutions to a problem.

	MR 7.5 Uses previous knowledge to determine which solution to try first when solving a problem or planning how to accomplish a task.
<p>Sci 3–4 yr.3.2 Obtain and communicate information about the pattern between living things and the places where they live. Emphasize that living things need water, air, and resources, and they live in places that have the things they need to survive.</p>	<p>SCI 1 Investigation & Inquiry: <i>Observes, inquires and investigates objects and events to gain understanding.</i></p> <p>SCI 1.2 Demonstrates curiosity about objects by touching and manipulating them. Asks one- to two-word questions.</p> <p>SCI 1.3 Investigates an object or group of objects in multiple ways. Recognizes a problem and asks for help.</p> <p>SCI 1.4 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.</p> <p>SCI 1.5 Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.</p> <p>SCI 2 Natural & Earth Science: <i>Understanding living and nonliving things. Demonstrates knowledge of Earth's environment.</i></p> <p>SCI 2a.3 Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics.</p> <p>SCI 2a.4 Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move.</p> <p>SCI 2a.5 Recognizes that all living things have similar basic needs. Sorts organisms as living or nonliving and explains why.</p> <p>SCI 2b.2 Understands hot and cold. Points at clouds and explores the feel of rain and wind.</p> <p>SCI 2b.3 Notices changes in temperature or weather.</p> <p>SCI 2b.4 Identifies the climate and weather in the immediate environment.</p> <p>SCI 2b.5 Identifies current season and explains how weather affects personal life.</p> <p>SCI 3 Physical Science: <i>Explores forces, motion and physical properties of materials.</i></p> <p>SCI 3.2 Reacts to changes in texture, smell, sound or sight. Uses body to push or pull toys.</p> <p>SCI 3.3 Explores motion by moving, rolling, blowing on or dropping a toy. Begins to name colors.</p> <p>SCI 3.4 Explains how common vehicles, animals and people move. Sorts objects by type of movement. Describes basic physical properties of objects including textures and colors.</p> <p>SCI 3.5 Experiments with and explains invisible forces, e.g., ramps, magnets. Manipulates matter and observes any physical changes that may occur.</p>

	<p>MR 7 Logic & Reasoning: <i>Recalls information, builds memory, reasoning and problem-solving skills.</i></p> <p>MR 7.2 Experiments with cause and effect.</p> <p>MR 7.3 Asks why. Begins to understand how things are connected. Recognizes a problem and asks for help.</p> <p>MR 7.4 Plans steps to accomplish tasks and explores many possible solutions to a problem.</p> <p>MR 7.5 Uses previous knowledge to determine which solution to try first when solving a problem or planning how to accomplish a task.</p>
<p>Sci 3-4 yr.3.3 Obtain and communicate information about the behavior patterns that help humans and animals survive when they are young. Examples of behavior patterns could include parents responding to needs, providing shelter and sustenance, and ensuring the security of their offspring.</p>	<p>SCI 1 Investigation & Inquiry: <i>Observes, inquires and investigates objects and events to gain understanding.</i></p> <p>SCI 1.2 Demonstrates curiosity about objects by touching and manipulating them. Asks one- to two-word questions.</p> <p>SCI 1.3 Investigates an object or group of objects in multiple ways. Recognizes a problem and asks for help.</p> <p>SCI 1.4 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.</p> <p>SCI 1.5 Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.</p> <p>SCI 2 Natural & Earth Science: <i>Understanding living and nonliving things. Demonstrates knowledge of Earth's environment.</i></p> <p>SCI 2a.3 Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics.</p> <p>SCI 2a.4 Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move.</p> <p>SCI 2a.5 Recognizes that all living things have similar basic needs. Sorts organisms as living or nonliving and explains why.</p> <p>SCI 2b.2 Understands hot and cold. Points at clouds and explores the feel of rain and wind.</p> <p>SCI 2b.3 Notices changes in temperature or weather.</p> <p>SCI 2b.4 Identifies the climate and weather in the immediate environment.</p> <p>SCI 2b.5 Identifies current season and explains how weather affects personal life.</p> <p>SCI 3 Physical Science: <i>Explores forces, motion and physical properties of materials.</i></p> <p>SCI 3.2 Reacts to changes in texture, smell, sound or sight. Uses body to push or pull toys.</p> <p>SCI 3.3 Explores motion by moving, rolling, blowing on or dropping a toy.</p>

	<p>Begins to name colors.</p> <p>SCI 3.4 Explains how common vehicles, animals and people move. Sorts objects by type of movement. Describes basic physical properties of objects including textures and colors.</p> <p>SCI 3.5 Experiments with and explains invisible forces, e.g., ramps, magnets. Manipulates matter and observes any physical changes that may occur.</p> <p>MR 7 Logic & Reasoning: <i>Recalls information, builds memory, reasoning and problem-solving skills.</i></p> <p>MR 7.2 Experiments with cause and effect.</p> <p>MR 7.3 Asks why. Begins to understand how things are connected. Recognizes a problem and asks for help.</p> <p>MR 7.4 Plans steps to accomplish tasks and explores many possible solutions to a problem.</p> <p>MR 7.5 Uses previous knowledge to determine which solution to try first when solving a problem or planning how to accomplish a task.</p>
<p>Strand 4: Matter and Motion</p> <p><i>All things are made of matter. Various kinds of matter, such as wood, metal, and water, have different properties that can be observed, described, and classified. Pushing or pulling an object can change the speed or direction of the object in motion.</i></p>	
Utah's Core Standards for 3- and 4-Year-Olds	Curriculum Alignment
<p>Sci 3-4 yr.4.1 Plan and carry out an investigation to classify different kinds of materials based on patterns in their observable properties. Examples could include sorting materials based on similar properties such as color, hardness, texture, or whether the materials are solids or liquids.</p>	<p>SCI 1 Investigation & Inquiry: <i>Observes, inquires and investigates objects and events to gain understanding.</i></p> <p>SCI 1.2 Demonstrates curiosity about objects by touching and manipulating them. Asks one- to two-word questions.</p> <p>SCI 1.3 Investigates an object or group of objects in multiple ways. Recognizes a problem and asks for help.</p> <p>SCI 1.4 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.</p> <p>SCI 1.5 Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.</p> <p>SCI 2 Natural & Earth Science: <i>Understanding living and nonliving things. Demonstrates knowledge of Earth's environment.</i></p> <p>SCI 2a.2 Plays with rocks, sand, dirt or water. Reacts to animals or insects in the immediate environment.</p> <p>SCI 2a.3 Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics.</p>

	<p>SCI 2a.4 Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move.</p> <p>SCI 2a.5 Recognizes that all living things have similar basic needs. Sorts organisms as living or nonliving and explains why.</p> <p>SCI 2b.2 Understands hot and cold. Points at clouds and explores the feel of rain and wind.</p> <p>SCI 2b.3 Notices changes in temperature or weather.</p> <p>SCI 2b.4 Identifies the climate and weather in the immediate environment.</p> <p>SCI 2b.5 Identifies current season and explains how weather affects personal life.</p> <p>SCI 3 Physical Science: <i>Explores forces, motion and physical properties of materials.</i></p> <p>SCI 3.2 Reacts to changes in texture, smell, sound or sight. Uses body to push or pull toys.</p> <p>SCI 3.3 Explores motion by moving, rolling, blowing on or dropping a toy. Begins to name colors.</p> <p>SCI 3.4 Explains how common vehicles, animals and people move. Sorts objects by type of movement. Describes basic physical properties of objects including textures and colors.</p> <p>SCI 3.5 Experiments with and explains invisible forces, e.g., ramps, magnets. Manipulates matter and observes any physical changes that may occur.</p> <p>MR 6 Classification: <i>Matches and sorts.</i></p> <p>MR 6.2 When shown one object, finds the match.</p> <p>MR 6.3 Sorts objects by one feature, such as size or color. Groups objects by common characteristics.</p> <p>MR 6.4 After sorting objects by one feature, sorts again by a different feature.</p> <p>MR 6.5 Sorts objects by more than one feature and explains why.</p>
<p>Sci 3-4 yr.4.2 Plan and carry out an investigation to determine the cause and effect of the speed or direction of an object when a push or pull occurs. Examples could include having a marble or other object move a certain distance, follow a particular path, or knock down other objects.</p>	<p>SCI 1 Investigation & Inquiry: <i>Observes, inquires and investigates objects and events to gain understanding.</i></p> <p>SCI 1.2 Demonstrates curiosity about objects by touching and manipulating them. Asks one- to two-word questions.</p> <p>SCI 1.3 Investigates an object or group of objects in multiple ways. Recognizes a problem and asks for help.</p> <p>SCI 1.4 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.</p> <p>SCI 1.5 Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.</p>

	<p>SCI 3 Physical Science: <i>Explores forces, motion and physical properties of materials.</i></p> <p>SCI 3.2 Reacts to changes in texture, smell, sound or sight. Uses body to push or pull toys.</p> <p>SCI 3.3 Explores motion by moving, rolling, blowing on or dropping a toy. Begins to name colors.</p> <p>SCI 3.4 Explains how common vehicles, animals and people move. Sorts objects by type of movement. Describes basic physical properties of objects including textures and colors.</p> <p>SCI 3.5 Experiments with and explains invisible forces, e.g., ramps, magnets. Manipulates matter and observes any physical changes that may occur.</p> <p>MR 7 Logic & Reasoning: Recalls information, builds memory, reasoning and problem-solving skills.</p> <p>MR 7.2 Experiments with cause and effect.</p> <p>MR 7.3 Asks why. Begins to understand how things are connected. Recognizes a problem and asks for help.</p> <p>MR 7.4 Plans steps to accomplish tasks and explores many possible solutions to a problem.</p> <p>MR 7.5 Uses previous knowledge to determine which solution to try first when solving a problem or planning how to accomplish a task.</p>
Social Studies	
<p>Strand 1: Culture and Diversity</p> <p><i>Early learning programs should include experiences that provide for the study of culture and cultural diversity. Students will have the opportunity to share their family's attributes with peers and discuss similarities and differences.</i></p>	
Utah's Core Standards for 3-Year-Olds	Curriculum Alignment
<p>SS 3 yr.1.1 With prompting and support, recognize differences and commonalities in culture, ethnicity, and abilities within the classroom and immediate communities (for example, language, family structure, traditions, disabilities).</p>	<p>SED 4 Social Relationships: <i>Develops relationships with adults and peers. Participates cooperatively in groups. Identifies and respects differences in others.</i></p> <p>SED 4a.3 Identifies and plays side by side with a new or familiar person.</p> <p>SED 4a.4 Joins a group and participates in group play.</p> <p>SED 4b.3 Helps or participates in an activity when asked.</p> <p>SED 4b.4 Plays cooperatively with others and begins to share. Asks adult to help solve social problems.</p> <p>SED 4c.3 Identifies emotions of others. Demonstrates concern for others.</p> <p>SED 4c.4 Explains how and why someone may be feeling a certain emotion. Participates in group play with those different than self.</p>

	<p>SS 1 Culture & Community: <i>Identifies community and family roles. Explores cultures and traditions. Respects diversity.</i></p> <p>SS 1a.2 Recognizes the difference between a familiar and unfamiliar person.</p> <p>SS 1a.3 Identifies familiar people and pets.</p> <p>SS 1a.4 Describes family members and their relationship to self. Identifies and role-plays familiar community helpers.</p> <p>SS 1b.2 With help, participates in family traditions and customs.</p> <p>SS 1b.3 Recognizes familiar symbols or artifacts of family traditions or customs.</p> <p>SS 1b.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community.</p> <p>SS 1c.2 Explores people and their features side by side in a book or a mirror.</p> <p>SS 1c.3 Identifies physical similarities and differences between self and others.</p> <p>SS 1c.4 Interacts respectfully with people who look, learn, believe or move differently than self.</p>
Utah's Core Standards for 4-Year-Olds	Curriculum Alignment

<p>SS 4 yr.1.1 Recognize differences and commonalities in culture, ethnicity, and abilities within the classroom and immediate communities (for example, language, family structure, traditions, disabilities).</p>	<p>SED 4 Social Relationships: <i>Develops relationships with adults and peers. Participates cooperatively in groups. Identifies and respects differences in others.</i></p> <p>SED 4a.3 Identifies and plays side by side with a new or familiar person.</p> <p>SED 4a.4 Joins a group and participates in group play.</p> <p>SED 4a.5 Initiates play, conversations and interactions with one or more persons.</p> <p>SED 4b.3 Helps or participates in an activity when asked.</p> <p>SED 4b.4 Plays cooperatively with others and begins to share. Asks adult to help solve social problems.</p> <p>SED 4b.5 Identifies roles of self and others during tasks or pretend play. Offers to help others.</p> <p>SED 4c.3 Identifies emotions of others. Demonstrates concern for others.</p> <p>SED 4c.4 Explains how and why someone may be feeling a certain emotion. Participates in group play with those different than self.</p> <p>SED 4c.5 Shows interest in learning about and interacting with peers who look, learn, believe or move differently.</p> <p>SS 1 Culture & Community: <i>Identifies community and family roles. Explores cultures and traditions. Respects diversity.</i></p> <p>SS 1a.3 Identifies familiar people and pets.</p> <p>SS 1a.4 Describes family members and their relationship to self. Identifies and role-plays familiar community helpers.</p> <p>SS 1a.5 Identifies roles of self and others and describes the job each may do.</p> <p>SS 1b.3 Recognizes familiar symbols or artifacts of family traditions or customs.</p> <p>SS 1b.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community.</p> <p>SS 1b.5 Explains the meaning and importance of their own traditions and customs. Begins to learn about other cultures.</p> <p>SS 1c.3 Identifies physical similarities and differences between self and others.</p> <p>SS 1c.4 Interacts respectfully with people who look, learn, believe or move differently than self.</p> <p>SS 1c.5 Asks questions about how others live, eat, play and believe.</p>
<p>Strand 2: Time, Continuity, and Change</p> <p><i>Early learning programs should include experiences that provide for the study of the past and present. Students will identify changes over time to self, family, and community and explore how these changes affect them.</i></p>	
<p>Utah's Core Standards for 3-Year-Olds</p>	<p>Curriculum Alignment</p>

<p>SS 3 yr.2.1 With prompting and support, identify examples of change over time related to personal growth and experiences (for example, talking, dressing, feeding, potty training, height, daily schedule).</p>	<p>PD 4 Personal Care: <i>Implements self-help routines for hygiene and dressing.</i> PD 4.2 Recognizes the difference between dirty and clean. Begins to participate in self-care activities. Points to body parts when prompted. PD 4.3 With help, participates in healthcare routines. Identifies body parts. Describes basic personal needs. PD 4.4 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.</p> <p>PD 5 Nutrition: <i>Follows healthy nutrition routines.</i> PD 5.3 Anticipates the need to eat, rest and drink. Feeds self with spoon or other utensil. PD 5.4 Identifies food and serves a portion into bowl or plate. Feeds self.</p> <p>SS 4 History & Sense of Time: <i>Develops sense of time</i> SS 4.3 Describes events as they happen. Uses words such as first, then. SS 4.4 Recalls information and events from the past. Recognizes sequence of events to establish a sense of order and time.</p>
Utah's Core Standards for 4-Year-Olds	Curriculum Alignment
<p>SS 4 yr.2.1 Identify examples of change over time on topics including self, family, and community and how these changes may affect them (for example, changes in the family, classroom, or neighborhood).</p>	<p>PD 4 Personal Care: <i>Implements self-help routines for hygiene and dressing.</i> PD 4.3 With help, participates in healthcare routines. Identifies body parts. Describes basic personal needs. PD 4.4 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. PD 4.5 Explains how germs spread and describes simple strategies for preventing the spread. Distinguishes between basic needs and wants for living creatures.</p> <p>PD 5 Nutrition: <i>Follows healthy nutrition routines.</i> PD 5.3 Anticipates the need to eat, rest and drink. Feeds self with spoon or other utensil. PD 5.4 Identifies food and serves a portion into bowl or plate. Feeds self. PD 5.5 Identifies food groups and sorts food. Chooses between two appropriate foods.</p> <p>SS 4 History & Sense of Time: <i>Develops sense of time</i> SS 4.3 Describes events as they happen. Uses words such as first, then. SS 4.4 Recalls information and events from the past. Recognizes sequence of events to establish a sense of order and time.</p>

	SS 4.5 Uses language of time to describe familiar sequences of events.
Strand 3: People, Places, and Environments <i>Early learning programs should include experiences that provide for the study of people, places, and environments. Students will learn how to care for and protect their home and school environments, the earth, and to safely interact within their school and community.</i>	
Utah's Core Standards for 3-Year-Olds	Curriculum Alignment
SS 3 yr.3.1 Recognize people and places within the home, classroom, school, neighborhood, and community.	<p>LLD 2 Communication (Expressive Language): <i>Uses verbal and nonverbal communication to express ideas . Uses conversational skills. Uses and expands vocabulary. Hears small units of sound_</i></p> <p>LLD 2c.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.</p> <p>LLD 2c.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p> <p>LLD 4 Alphabetic Knowledge: <i>Identifies letters and words. Makes letter-sound connections and decodes words.</i></p> <p>LLD 4a.2 Identifies a familiar object or person when shown a drawing or photo.</p> <p>SS 1 Culture & Community: <i>Identifies community and family roles. Explores cultures and traditions. Respects diversity.</i></p> <p>SS 1a.3 Identifies familiar people and pets.</p> <p>SS 1a.4 Describes family members and their relationship to self. Identifies and role-plays familiar community helpers.</p> <p>SS 1b.3 Recognizes familiar symbols or artifacts of family traditions or customs.</p> <p>SS 1a.4 Describes family members and their relationship to self. Identifies and role-plays familiar community helpers.</p> <p>SS 3 Geography: <i>Identifies types of places and interacts with maps.</i></p> <p>SS 3.2 Recognizes familiar places. Finds ways to move around obstacles in a familiar environment.</p> <p>SS 3.3 Identifies a variety of familiar places such as home, church, stores. Follows a path.</p> <p>SS 3.4 Identifies different types of water bodies, streets, buildings and landmarks in own community. Recognizes symbols and landmarks.</p>
SS 3 yr.3.2 With prompting and support, identify and follow safety procedures for school and various environments (for example, safety drills, crosswalks, seatbelts, helmets).	<p>PD 3 Safety: Demonstrates safe practices.</p> <p>PD 3.2 Responds to possible dangers in environment and avoids them when prompted.</p> <p>PD 3.3 Follows simple safety rules and avoids danger.</p>

	<p>PD 3.4 Follows safety rules and help others follow rules. Identifies dangerous situations and seeks help.</p> <p>SS 2 Civics & Economics: <i>Follows rules, limits and expectations. Understands concepts of money and economics.</i></p> <p>SS 2a.3 Recognizes and attends to authority figures.</p> <p>SS 2a.4 Follows familiar rules, routines and helps make group decisions. Expresses feelings about fairness.</p> <p>SS 2a.5 Applies familiar rules and suggests new rules in a variety of situations.</p> <p>SS 2b.3 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.</p> <p>SS 2b.4 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.</p> <p>SS 2b.5 Explores the use of trade of both goods and money to receive/buy objects or services.</p>
<p>SS 3 yr.3.3 With prompting and support, describe ways to care for home and school environments and the earth (for example, recycle, use paper and use water only as needed, place trash in the garbage can).</p>	<p>MR 7 Logic & Reasoning: <i>Recalls information, builds memory, reasoning and problem-solving skills.</i></p> <p>MR 7.3 Asks why. Begins to understand how things are connected. Recognizes a problem and asks for help.</p> <p>MR 7.4 Plans steps to accomplish tasks and explores many possible solutions to a problem.</p> <p>SCI 2 Natural & Earth Science: <i>Understanding living and nonliving things. Demonstrates knowledge of Earth's environment.</i></p> <p>SCI 2a.3 Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics.</p> <p>SCI 2a.4 Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move.</p> <p>SCI 2b.3 Notices changes in temperature or weather.</p> <p>SCI 2b.4 Identifies the climate and weather in the immediate environment.</p> <p>SS 1 Culture & Community: Identifies community and family roles. Explores cultures and traditions. Respects diversity.</p> <p>SS 1a.2 Recognizes the difference between a familiar and unfamiliar person.</p> <p>SS 1a.3 Identifies familiar people and pets.</p> <p>SS 1a.4 Describes family members and their relationship to self. Identifies and role-plays familiar community helpers.</p> <p>SS 1b.2 With help, participates in family traditions and customs.</p>

	<p>SS 1b.3 Recognizes familiar symbols or artifacts of family traditions or customs.</p> <p>SS 1b.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community.</p> <p>SS 2 Civics & Economics: <i>Follows rules, limits and expectations. Understands concepts of money and economics.</i></p> <p>SS 2a.3 Recognizes and attends to authority figures.</p> <p>SS 2a.4 Follows familiar rules, routines and helps make group decisions. Expresses feelings about fairness.</p> <p>SS 2a.5 Applies familiar rules and suggests new rules in a variety of situations.</p> <p>SS 2b.3 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.</p> <p>SS 2b.4 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.</p> <p>SS 2b.5 Explores the use of trade of both goods and money to receive/buy objects or services.</p>
Utah's Core Standards for 4-Year-Olds	Curriculum Alignment
<p>SS 4 yr.3.1 Recognize people and places across familiar environments and discuss what is gained through interactions (for example, buy food at the store, receive packages from the mail carrier).</p>	<p>LLD 2 Communication (Expressive Language): <i>Uses verbal and nonverbal communication to express ideas . Uses conversational skills. Uses and expands vocabulary. Hears small units of sound_</i></p> <p>LLD 2c.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.</p> <p>LLD 2c.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p> <p>LLD 2c.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.</p> <p>SS 1 Culture & Community: <i>Identifies community and family roles. Explores cultures and traditions. Respects diversity.</i></p> <p>SS 1a.3 Identifies familiar people and pets.</p> <p>SS 1a.4 Describes family members and their relationship to self. Identifies and role-plays familiar community helpers.</p> <p>SS 1a.5 Identifies roles of self and others and describes the job each may do.</p> <p>SS 1b.3 Recognizes familiar symbols or artifacts of family traditions or customs.</p> <p>SS 1b.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community.</p>

	<p>SS 1b.5 Explains the meaning and importance of their own traditions and customs. Begins to learn about other cultures.</p> <p>SS 3 Geography: <i>Identifies types of places and interacts with maps.</i> SS 3.3 Identifies a variety of familiar places such as home, church, stores. Follows a path. SS 3.4 Identifies different types of water bodies, streets, buildings and landmarks in own community. Recognizes symbols and landmarks. SS 3.5 Explains the purpose for different types of structures, such as bridges and buildings. Asks questions about landmarks. Identifies what is represented on a map. Draws pictures of current location.</p>
<p>SS 4 yr.3.2 Identify and follow safety procedures for school and various environments (for example, safety drills, crosswalks, seatbelts, helmets).</p>	<p>PD 3 Safety: Demonstrates safe practices. PD 3.3 Follows simple safety rules and avoids danger. PD 3.4 Follows safety rules and help others follow rules. Identifies dangerous situations and seeks help. PD 3.5 Describes reasons for safety rules and reminds others to follow them.</p> <p>SS 2 Civics & Economics: <i>Follows rules, limits and expectations. Understands concepts of money and economics.</i> SS 2a.3 Recognizes and attends to authority figures. SS 2a.4 Follows familiar rules, routines and helps make group decisions. Expresses feelings about fairness. SS 2a.5 Applies familiar rules and suggests new rules in a variety of situations. SS 2b.3 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. SS 2b.4 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. SS 2b.5 Explores the use of trade of both goods and money to receive/buy objects or services.</p>
<p>SS 4 yr.3.3 Describe ways to care for home and school environments and the earth (for example, recycle, use paper and use water only as needed, place trash in the garbage can).</p>	<p>MR 7 Logic & Reasoning: <i>Recalls information, builds memory, reasoning and problem-solving skills.</i> MR 7.3 Asks why. Begins to understand how things are connected. Recognizes a problem and asks for help. MR 7.4 Plans steps to accomplish tasks and explores many possible solutions to a problem.</p> <p>SCI 2 Natural & Earth Science: <i>Understanding living and nonliving things. Demonstrates knowledge of Earth's environment.</i></p>

	<p>SCI 2a.3 Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics.</p> <p>SCI 2a.4 Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move.</p> <p>SCI 2b.3 Notices changes in temperature or weather.</p> <p>SCI 2b.4 Identifies the climate and weather in the immediate environment.</p> <p>SS 1 Culture & Community: Identifies community and family roles. Explores cultures and traditions. Respects diversity.</p> <p>SS 1a.2 Recognizes the difference between a familiar and unfamiliar person.</p> <p>SS 1a.3 Identifies familiar people and pets.</p> <p>SS 1a.4 Describes family members and their relationship to self. Identifies and role-plays familiar community helpers.</p> <p>SS 1b.2 With help, participates in family traditions and customs.</p> <p>SS 1b.3 Recognizes familiar symbols or artifacts of family traditions or customs.</p> <p>SS 1b.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community.</p> <p>SS 2 Civics & Economics: <i>Follows rules, limits and expectations. Understands concepts of money and economics.</i></p> <p>SS 2a.3 Recognizes and attends to authority figures.</p> <p>SS 2a.4 Follows familiar rules, routines and helps make group decisions. Expresses feelings about fairness.</p> <p>SS 2a.5 Applies familiar rules and suggests new rules in a variety of situations.</p> <p>SS 2b.3 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.</p> <p>SS 2b.4 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.</p> <p>SS 2b.5 Explores the use of trade of both goods and money to receive/buy objects or services.</p>
<p>Strand 4: Individual Development and Identity</p> <p><i>Early learning programs should include experiences that provide for the study of individual development and identity. Students will gain an awareness of their personal identity, including their abilities and preferences.</i></p>	
Utah's Core Standards for 3-Year-Olds	Curriculum Alignment

<p>SS 3 yr.4.1 Demonstrate awareness of identity including personal information, characteristics, preferences, and abilities (for example, name, age, gender, physical attributes, likes/dislikes, parent/caregiver, family members).</p>	<p>SED 1 Self-Awareness: <i>Knows self and increases confidence. Expresses curiosity, preference and initiative.</i> SED 1a.3 Expresses ideas about self in relation to others. Expresses interests in trying tasks with help. SED 1a.4 Expresses interest in doing familiar tasks by self and expresses confidence in own abilities. SED 1b.3 Expresses likes and dislikes. SED 1b.4 When given two to three options, chooses his/her most desired option.</p> <p>MR 7 Logic & Reasoning: <i>Recalls information, builds memory, reasoning and problem-solving skills.</i> MR 7.3 Asks why. Begins to understand how things are connected. Recognizes a problem and asks for help. MR 7.4 Plans steps to accomplish tasks and explores many possible solutions to a problem.</p> <p>SS 1 Culture & Community: Identifies community and family roles. Explores cultures and traditions. Respects diversity. SS 1a.2 Recognizes the difference between a familiar and unfamiliar person. SS 1a.3 Identifies familiar people and pets. SS 1a.4 Describes family members and their relationship to self. Identifies and role-plays familiar community helpers. SS 1b.2 With help, participates in family traditions and customs. SS 1b.3 Recognizes familiar symbols or artifacts of family traditions or customs. SS 1b.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community.</p>
Utah's Core Standards for 4-Year-Olds	Curriculum Alignment
<p>SS 4 yr.4.1 Demonstrate awareness of one's own identity including personal information, characteristics, preferences, and abilities (for example, name, age, gender, physical attributes, likes/dislikes, parent/caregiver, family members) and participate in respectful discussions about similarities and differences with others.</p>	<p>SED 1 Self-Awareness: <i>Knows self and increases confidence. Expresses curiosity, preference and initiative.</i> SED 1a.3 Expresses ideas about self in relation to others. Expresses interests in trying tasks with help. SED 1a.4 Expresses interest in doing familiar tasks by self and expresses confidence in own abilities. SED 1a.5 Takes risks and pushes self to accomplish new tasks independently. SED 1b.3 Expresses likes and dislikes.</p>

	<p>SED 1b.4 When given two to three options, chooses his/her most desired option.</p> <p>SED 1b.5 Takes initiative to pursue interests. Describes and compares preferences of self and others.</p> <p>MR 7 Logic & Reasoning: <i>Recalls information, builds memory, reasoning and problem-solving skills.</i></p> <p>MR 7.3 Asks why. Begins to understand how things are connected. Recognizes a problem and asks for help.</p> <p>MR 7.4 Plans steps to accomplish tasks and explores many possible solutions to a problem.</p> <p>MR 7.5 Uses previous knowledge to determine which solution to try first when solving a problem or planning how to accomplish a task.</p> <p>SS 1 Culture & Community: Identifies community and family roles. Explores cultures and traditions. Respects diversity.</p> <p>SS 1a.3 Identifies familiar people and pets.</p> <p>SS 1a.4 Describes family members and their relationship to self. Identifies and role-plays familiar community helpers.</p> <p>SS 1a.5 Identifies roles of self and others and describes the job each may do.</p> <p>SS 1b.3 Recognizes familiar symbols or artifacts of family traditions or customs.</p> <p>SS 1b.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community.</p> <p>SS 1b.5 Explains the meaning and importance of their own traditions and customs. Begins to learn about other cultures.</p>
<p>Strand 5: Individuals, Groups, and Institutions</p> <p><i>Early learning programs should include experiences that provide for the study of interactions among individuals, groups, and institutions. Students will work cooperatively with others and contribute to the classroom community.</i></p>	
Utah's Core Standards for 3-Year-Olds	Curriculum Alignment
<p>SS 3 yr.5.1 With prompting and support, interact cooperatively with others by sharing, turn-taking, resolving conflicts, and recognizing others' needs.</p>	<p>SED 2 Self-Regulation: <i>Identifies emotions. Manages feelings and behavior. Follows routines and transitions.</i></p> <p>SED 2a.3 Experiments and role-plays with a range of emotions.</p> <p>SED 2a.4 Recognizes and names a few personal feelings.</p> <p>SED 2b.3 Mimics breathing and calming strategies. Practices waiting for a turn.</p> <p>SED 2b.4 Controls impulses with reminders.</p> <p>SED 2c.2 Cooperates during familiar routines and familiar activities.</p>

	<p>SED 2c.3 Recognizes a familiar activity or routine. Redirects to a new activity with help.</p> <p>SED 2c.4 Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change.</p> <p>SED 4 Social Relationships: <i>Develops relationships with adults and peers. Participates cooperatively in groups. Identifies and respects differences in others.</i></p> <p>SED 4a.3 Identifies and plays side by side with a new or familiar person.</p> <p>SED 4a.4 Joins a group and participates in group play.</p> <p>SED 4b.2 Mimics actions of others.</p> <p>SED 4b.3 Helps or participates in an activity when asked.</p> <p>SED 4b.4 Plays cooperatively with others and begins to share. Asks adult to help solve social problems.</p> <p>SED 4c.3 Identifies emotions of others. Demonstrates concern for others.</p> <p>SED 4c.4 Explains how and why someone may be feeling a certain emotion.</p> <p>Participates in group play with those different than self.</p>
<p>SS 3 yr.5.2 With prompting and support, participate in the classroom community by interacting with other children and adults in a formal or group setting (for example, follow established rules, participate in a variety of classroom roles, take care of classroom materials).</p>	<p>SED 2 Self-Regulation: <i>Identifies emotions. Manages feelings and behavior. Follows routines and transitions.</i></p> <p>SED 2a.3 Experiments and role-plays with a range of emotions.</p> <p>SED 2a.4 Recognizes and names a few personal feelings.</p> <p>SED 2b.3 Mimics breathing and calming strategies. Practices waiting for a turn.</p> <p>SED 2b.4 Controls impulses with reminders.</p> <p>SED 2c.2 Cooperates during familiar routines and familiar activities.</p> <p>SED 2c.3 Recognizes a familiar activity or routine. Redirects to a new activity with help.</p> <p>SED 2c.4 Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change.</p> <p>PD 3 Safety: <i>Demonstrates safe practices.</i></p> <p>PD 3.2 Responds to possible dangers in environment and avoids them when prompted.</p> <p>PD 3.3 Follows simple safety rules and avoids danger.</p> <p>PD 3.4 Follows safety rules and help others follow rules. Identifies dangerous situations and seeks help.</p> <p>SS 2 Civics & Economics: <i>Follows rules, limits and expectations. Understands concepts of money and economics.</i></p> <p>SS 2a.2 Participates in communal activities.</p> <p>SS 2a.3 Recognizes and attends to authority figures.</p>

	<p>SS 2a.4 Follows familiar rules, routines and helps make group decisions. Expresses feelings about fairness.</p> <p>SS 2b.3 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.</p> <p>SS 2b.4 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.</p>
Utah's Core Standards for 4-Year-Olds	Curriculum Alignment
<p>SS 4 yr.5.1 Begin to demonstrate independence in interacting cooperatively with others by sharing, turn-taking, resolving conflicts, accepting consequences of actions, and recognizing others' needs.</p>	<p>SED 2 Self-Regulation: <i>Identifies emotions. Manages feelings and behavior. Follows routines and transitions.</i></p> <p>SED 2a.3 Experiments and role-plays with a range of emotions.</p> <p>SED 2a.4 Recognizes and names a few personal feelings.</p> <p>SED 2a.5 Identifies and describes personal feelings.</p> <p>SED 2b.3 Mimics breathing and calming strategies. Practices waiting for a turn.</p> <p>SED 2b.4 Controls impulses with reminders.</p> <p>SED 2b.5 Uses strategies to manage behavior. Anticipates a change in routine and begins to prepare self by finding a desired thing or person.</p> <p>SED 2c.3 Recognizes a familiar activity or routine. Redirects to a new activity with help.</p> <p>SED 2c.4 Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change.</p> <p>SED 2c.5 Follows daily routines on own. With support, negotiates ways to handle nonroutine transitions.</p> <p>SED 4 Social Relationships: <i>Develops relationships with adults and peers. Participates cooperatively in groups. Identifies and respects differences in others.</i></p> <p>SED 4a.3 Identifies and plays side by side with a new or familiar person.</p> <p>SED 4a.4 Joins a group and participates in group play.</p> <p>SED 4a.5 Initiates play, conversations and interactions with one or more persons.</p> <p>SED 4b.3 Helps or participates in an activity when asked.</p> <p>SED 4b.4 Plays cooperatively with others and begins to share. Asks adult to help solve social problems.</p> <p>SED 4b.5 Identifies roles of self and others during tasks or pretend play. Offers to help others.</p> <p>SED 4c.3 Identifies emotions of others. Demonstrates concern for others.</p> <p>SED 4c.4 Explains how and why someone may be feeling a certain emotion. Participates in group play with those different than self.</p>

	<p>SED 4c.5 Shows interest in learning about and interacting with peers who look, learn, believe or move differently.</p>
<p>SS 4 yr.5.2 Participate in the classroom community by interacting with other children and adults in a formal or group setting (for example, follow established rules, participate in a variety of classroom roles, take care of classroom materials).</p>	<p>SED 2 Self-Regulation: <i>Identifies emotions. Manages feelings and behavior. Follows routines and transitions.</i></p> <p>SED 2a.3 Experiments and role-plays with a range of emotions.</p> <p>SED 2a.4 Recognizes and names a few personal feelings.</p> <p>SED 2a.5 Identifies and describes personal feelings.</p> <p>SED 2b.3 Mimics breathing and calming strategies. Practices waiting for a turn.</p> <p>SED 2b.4 Controls impulses with reminders.</p> <p>SED 2b.5 Uses strategies to manage behavior. Anticipates a change in routine and begins to prepare self by finding a desired thing or person.</p> <p>SED 2c.3 Recognizes a familiar activity or routine. Redirects to a new activity with help.</p> <p>SED 2c.4 Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change.</p> <p>SED 2c.5 Follows daily routines on own. With support, negotiates ways to handle nonroutine transitions.</p> <p>PD 3 Safety: <i>Demonstrates safe practices.</i></p> <p>PD 3.3 Follows simple safety rules and avoids danger.</p> <p>PD 3.4 Follows safety rules and help others follow rules. Identifies dangerous situations and seeks help.</p> <p>PD 3.5 Describes reasons for safety rules and reminds others to follow them.</p> <p>SS 2 Civics & Economics: <i>Follows rules, limits and expectations. Understands concepts of money and economics.</i></p> <p>SS 2a.3 Recognizes and attends to authority figures.</p> <p>SS 2a.4 Follows familiar rules, routines and helps make group decisions. Expresses feelings about fairness.</p> <p>SS 2a.5 Applies familiar rules and suggests new rules in a variety of situations.</p> <p>SS 2b.3 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.</p> <p>SS 2b.4 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.</p> <p>SS 2b.5 Explores the use of trade of both goods and money to receive/buy objects or services.</p>

Strand 6: Power, Authority, and Governance

Early learning programs should include experiences that provide for the study of how people create and to change structures of power, authority, and governance. Students will contribute to the developing classroom rules and procedures and participate in the selection of classroom activities.

Utah's Core Standards for 3-Year-Olds	Curriculum Alignment
<p>SS 3 yr.6.1 With prompting and support, participate in the democratic process as it applies to a classroom community (for example, recognize the importance of rules, assist with developing rules, propose solutions to classroom problems, and participate in voting for activities).</p>	<p>SED 2 Self-Regulation: <i>Identifies emotions. Manages feelings and behavior. Follows routines and transitions.</i> SED 2a.3 Experiments and role-plays with a range of emotions. SED 2a.4 Recognizes and names a few personal feelings. SED 2b.3 Mimics breathing and calming strategies. Practices waiting for a turn. SED 2b.4 Controls impulses with reminders. SED 2c.2 Cooperates during familiar routines and familiar activities. SED 2c.3 Recognizes a familiar activity or routine. Redirects to a new activity with help. SED 2c.4 Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change.</p> <p>PD 3 Safety: <i>Demonstrates safe practices.</i> PD 3.2 Responds to possible dangers in environment and avoids them when prompted. PD 3.3 Follows simple safety rules and avoids danger. PD 3.4 Follows safety rules and help others follow rules. Identifies dangerous situations and seeks help.</p> <p>SS 2 Civics & Economics: <i>Follows rules, limits and expectations. Understands concepts of money and economics.</i> SS 2a.2 Participates in communal activities. SS 2a.3 Recognizes and attends to authority figures. SS 2a.4 Follows familiar rules, routines and helps make group decisions. Expresses feelings about fairness. SS 2b.3 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. SS 2b.4 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.</p>
Utah's Core Standards for 4-Year-Olds	Curriculum Alignment
<p>SS 4 yr.6.1 Participate in the democratic process as it applies to a classroom community (for example, recognize the importance of rules, assist with</p>	<p>SED 2 Self-Regulation: <i>Identifies emotions. Manages feelings and behavior. Follows routines and transitions.</i> SED 2a.3 Experiments and role-plays with a range of emotions.</p>

<p>developing rules, propose solutions to classroom problems, and participate in voting for activities).</p>	<p>SED 2a.4 Recognizes and names a few personal feelings. SED 2a.5 Identifies and describes personal feelings. SED 2b.3 Mimics breathing and calming strategies. Practices waiting for a turn. SED 2b.4 Controls impulses with reminders. SED 2b.5 Uses strategies to manage behavior. Anticipates a change in routine and begins to prepare self by finding a desired thing or person. SED 2c.3 Recognizes a familiar activity or routine. Redirects to a new activity with help. SED 2c.4 Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change. SED 2c.5 Follows daily routines on own. With support, negotiates ways to handle nonroutine transitions.</p> <p>PD 3 Safety: <i>Demonstrates safe practices.</i> PD 3.3 Follows simple safety rules and avoids danger. PD 3.4 Follows safety rules and help others follow rules. Identifies dangerous situations and seeks help. PD 3.5 Describes reasons for safety rules and reminds others to follow them.</p> <p>SS 2 Civics & Economics: <i>Follows rules, limits and expectations. Understands concepts of money and economics.</i> SS 2a.3 Recognizes and attends to authority figures. SS 2a.4 Follows familiar rules, routines and helps make group decisions. Expresses feelings about fairness. SS 2a.5 Applies familiar rules and suggests new rules in a variety of situations. SS 2b.3 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. SS 2b.4 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. SS 2b.5 Explores the use of trade of both goods and money to receive/buy objects or services.</p>
<p>Strand 7: Production, Distribution, and Consumption <i>Early learning programs should include experiences that provide for the study of how people organize and contribute to family and community. Students will identify the differences between wants and needs and the purpose of employment.</i></p>	
<p>Utah's Core Standards for 3-Year-Olds</p>	<p>Curriculum Alignment</p>

<p>SS 3 yr.7.1 With prompting and support, discuss the difference between basic needs (for example, food, shelter, and clothing) and wants (for example, toys, games, and treats).</p>	<p>SED 1 Self-Awareness: <i>Knows self and increases confidence. Expresses curiosity, preference and initiative.</i></p> <p>SED 1a.3 Expresses ideas about self in relation to others. Expresses interests in trying tasks with help.</p> <p>SED 1a.4 Expresses interest in doing familiar tasks by self and expresses confidence in own abilities.</p> <p>SED 1b.3 Expresses likes and dislikes.</p> <p>SED 1b.4 When given two to three options, chooses his/her most desired option.</p> <p>SED 1b.5 Takes initiative to pursue interests. Describes and compares preferences of self and others.</p> <p>PD 4 Personal Care: <i>Implements self-help routines for hygiene and dressing.</i></p> <p>PD 4.3 With help, participates in healthcare routines. Identifies body parts. Describes basic personal needs.</p> <p>PD 4.4 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.</p> <p>PD 4.5 Explains how germs spread and describes simple strategies for preventing the spread. Distinguishes between basic needs and wants for living creatures.</p> <p>PD 5 Nutrition: <i>Follows healthy nutrition routines.</i></p> <p>PD 5.3 Anticipates the need to eat, rest and drink. Feeds self with spoon or other utensil.</p> <p>PD 5.4 Identifies food and serves a portion into bowl or plate. Feeds self.</p> <p>PD 5.5 Identifies food groups and sorts food. Chooses between two appropriate foods.</p>
<p>SS 3 yr.7.2 Begin to recognize that people have jobs to meet needs, including for self, classroom, and community.</p>	<p>SED 1 Self-Awareness: <i>Knows self and increases confidence. Expresses curiosity, preference and initiative.</i></p> <p>SED 1a.3 Expresses ideas about self in relation to others. Expresses interests in trying tasks with help.</p> <p>SED 1a.4 Expresses interest in doing familiar tasks by self and expresses confidence in own abilities.</p> <p>SED 1b.3 Expresses likes and dislikes.</p> <p>SED 1b.4 When given two to three options, chooses his/her most desired option.</p> <p>SED 1b.5 Takes initiative to pursue interests. Describes and compares preferences of self and others.</p>

	<p>SS 1 Culture & Community: <i>Identifies community and family roles. Explores cultures and traditions. Respects diversity.</i></p> <p>SS 1a.2 Recognizes the difference between a familiar and unfamiliar person.</p> <p>SS 1a.3 Identifies familiar people and pets.</p> <p>SS 1a.4 Describes family members and their relationship to self. Identifies and role-plays familiar community helpers.</p> <p>SS 1a.5 Identifies roles of self and others and describes the job each may do.</p> <p>SS 1b.2 With help, participates in family traditions and customs.</p> <p>SS 1b.3 Recognizes familiar symbols or artifacts of family traditions or customs.</p> <p>SS 1b.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community.</p> <p>SS 1b.5 Explains the meaning and importance of their own traditions and customs. Begins to learn about other cultures.</p> <p>SS 1c.3 Identifies physical similarities and differences between self and others.</p> <p>SS 1c.4 Interacts respectfully with people who look, learn, believe or move differently than self.</p> <p>SS 1c.5 Asks questions about how others live, eat, play and believe.</p>
Utah's Core Standards for 4-Year-Olds	Curriculum Alignment
<p>SS 4 yr.7.1 Identify the difference between basic needs (for example, food, shelter, clothing) and wants (for example, toys, games, treats).</p>	<p>SED 1 Self-Awareness: <i>Knows self and increases confidence. Expresses curiosity, preference and initiative.</i></p> <p>SED 1a.3 Expresses ideas about self in relation to others. Expresses interests in trying tasks with help.</p> <p>SED 1a.4 Expresses interest in doing familiar tasks by self and expresses confidence in own abilities.</p> <p>SED 1b.3 Expresses likes and dislikes.</p> <p>SED 1b.4 When given two to three options, chooses his/her most desired option.</p> <p>SED 1b.5 Takes initiative to pursue interests. Describes and compares preferences of self and others.</p> <p>PD 4 Personal Care: <i>Implements self-help routines for hygiene and dressing.</i></p> <p>PD 4.3 With help, participates in healthcare routines. Identifies body parts. Describes basic personal needs.</p> <p>PD 4.4 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.</p> <p>PD 4.5 Explains how germs spread and describes simple strategies for</p>

	<p>preventing the spread. Distinguishes between basic needs and wants for living creatures.</p> <p>PD 5 Nutrition: <i>Follows healthy nutrition routines.</i> PD 5.3 Anticipates the need to eat, rest and drink. Feeds self with spoon or other utensil. PD 5.4 Identifies food and serves a portion into bowl or plate. Feeds self. PD 5.5 Identifies food groups and sorts food. Chooses between two appropriate foods.</p>
<p>SS 4 yr.7.2 With prompting and support, explain that people have jobs to meet needs, including for self, classroom, and community.</p>	<p>SED 1 Self-Awareness: <i>Knows self and increases confidence. Expresses curiosity, preference and initiative.</i> SED 1a.3 Expresses ideas about self in relation to others. Expresses interests in trying tasks with help. SED 1a.4 Expresses interest in doing familiar tasks by self and expresses confidence in own abilities. SED 1b.3 Expresses likes and dislikes. SED 1b.4 When given two to three options, chooses his/her most desired option. SED 1b.5 Takes initiative to pursue interests. Describes and compares preferences of self and others.</p> <p>SS 1 Culture & Community: <i>Identifies community and family roles. Explores cultures and traditions. Respects diversity.</i> SS 1a.3 Identifies familiar people and pets. SS 1a.4 Describes family members and their relationship to self. Identifies and role-plays familiar community helpers. SS 1a.5 Identifies roles of self and others and describes the job each may do. SS 1b.3 Recognizes familiar symbols or artifacts of family traditions or customs. SS 1b.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community. SS 1b.5 Explains the meaning and importance of their own traditions and customs. Begins to learn about other cultures. SS 1c.3 Identifies physical similarities and differences between self and others. SS 1c.4 Interacts respectfully with people who look, learn, believe or move differently than self. SS 1c.5 Asks questions about how others live, eat, play and believe.</p>
<p>Strand 8: Science, Technology, and Society</p>	

Early learning programs should include experiences that provide for the study of relationships among science, technology, and society. Students will identify the use of simple technology parentheses for example, pencils, scissors, spoons) and electronic tablets and computers. Students will understand how to use technology safely and how it affects learning and living.

Utah's Core Standards for 3-Year-Olds	Curriculum Alignment
<p>SS 3 yr.8.1 With prompting and support, identify how simple and electronic technology affects the way people live, work, travel, communicate, and play.</p>	<p>SCI 4 Technology; <i>Uses tools and technology to perform tasks.</i> SCI 4.3 Explores movable parts on toys and tools. Uses on and off switches. SCI 4.4 Explores simple machines and interacts with simple electronic and screen toys. SCI 4.5 Experiments with simple technology to solve problems or accomplish tasks.</p> <p>SS 3 Geography: <i>Identifies types of places and interacts with maps.</i> SS 3.3 Identifies a variety of familiar places such as home, church, stores. Follows a path. SS 3.4 Identifies different types of water bodies, streets, buildings and landmarks in own community. Recognizes symbols and landmarks. SS 3.5 Explains the purpose for different types of structures, such as bridges and buildings. Asks questions about landmarks. Identifies what is represented on a map. Draws pictures of current location.</p>
<p>SS 3 yr.8.2 With prompting and support, recognize the importance of balancing media time with other activities.</p>	<p>SCI 4 Technology; <i>Uses tools and technology to perform tasks.</i> SCI 4.3 Explores movable parts on toys and tools. Uses on and off switches. SCI 4.4 Explores simple machines and interacts with simple electronic and screen toys. SCI 4.5 Experiments with simple technology to solve problems or accomplish tasks.</p> <p>SS 4 History & Sense of Time: <i>Develops sense of time</i> SS 4.3 Describes events as they happen. Uses words such as first, then. SS 4.4 Recalls information and events from the past. Recognizes sequence of events to establish a sense of order and time. SS 4.5 Uses language of time to describe familiar sequences of events.</p>
Utah's Core Standards for 4-Year-Olds	Curriculum Alignment
<p>SS 4 yr.8.1 Describe how simple and electronic technology affects the way people live, work, travel, communicate, and play.</p>	<p>SCI 4 Technology; <i>Uses tools and technology to perform tasks.</i> SCI 4.3 Explores movable parts on toys and tools. Uses on and off switches. SCI 4.4 Explores simple machines and interacts with simple electronic and screen toys.</p>

	<p>SCI 4.5 Experiments with simple technology to solve problems or accomplish tasks.</p> <p>SS 3 Geography: <i>Identifies types of places and interacts with maps.</i> SS 3.3 Identifies a variety of familiar places such as home, church, stores. Follows a path. SS 3.4 Identifies different types of water bodies, streets, buildings and landmarks in own community. Recognizes symbols and landmarks. SS 3.5 Explains the purpose for different types of structures, such as bridges and buildings. Asks questions about landmarks. Identifies what is represented on a map. Draws pictures of current location.</p>
<p>SS 4 yr.8.2 Recognize the importance of balancing media time with other activities</p>	<p>SCI 4 Technology; <i>Uses tools and technology to perform tasks.</i> SCI 4.3 Explores movable parts on toys and tools. Uses on and off switches. SCI 4.4 Explores simple machines and interacts with simple electronic and screen toys. SCI 4.5 Experiments with simple technology to solve problems or accomplish tasks.</p> <p>SS 4 History & Sense of Time: <i>Develops sense of time</i> SS 4.3 Describes events as they happen. Uses words such as first, then. SS 4.4 Recalls information and events from the past. Recognizes sequence of events to establish a sense of order and time. SS 4.5 Uses language of time to describe familiar sequences of events.</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	SED 1 Self-Awareness	SED 1a Knows self and increases confidence	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.
		SED 1b Expresses curiosity, preference and initiative	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.
	SED 2 Self-Regulation	SED 2a Identifies emotions	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.
		SED 2b Manages feelings and behavior	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.
		SED 2c Follows routines and transitions	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.
	SED 3 Attention & Persistence	SED 3a Attends and engages	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.
		SED 3b Shows flexibility and inventiveness	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.
	SED 4 Social Relationships	SED 4a Develops relationships with adults and peers	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.
		SED 4b Participates cooperatively in groups	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.
		SED 4c Identifies and respects differences in others	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.	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.									

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		
 Mathematics & Reasoning	MR 1 Number Sense	MR 1a 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.	
		MR 1b 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.	
		MR 1c 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.	
	MR 2 Spatial Awareness	MR 2a 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.	
		MR 2b 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.	
	MR 3 Shapes	MR 3 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.	
	MR 4 Measurement	MR 4a 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.	
		MR 4b 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.	
	MR 5 Patterns	MR 5 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.	
	MR 6 Classification	MR 6 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.	
	MR 7 Logic & Reasoning	MR 7 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.	

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	
 Science	SCI 1 Investigation & Inquiry	SCI 1 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.	
		SCI 2 Natural & Earth Science	SCI 2a 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.
	SCI 2b 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.	
	SCI 3 Physical Science	SCI 3 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.	
		SCI 4 Technology	SCI 4 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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Skill / Skill Code	Skill Definition	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8	
 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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 Creative Arts	CA 1 Music	CA 1a Expresses through music	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.	
		CA 1b Develops rhythm and tone	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.	
	CA 2 Dance & Movement	CA 2a Expresses through dance	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.	
		CA 2b Develops movement techniques	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.	
	CA 3 Visual Arts	CA 3a Expresses through 2D and 3D visual art	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.	
		CA 3b Develops visual art techniques	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.	
	CA 4 Drama	CA 4a Participates in dramatic and symbolic play	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.	
		CA 4b Uses and creates props to represent other objects or ideas	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.	