



Alignment of the
**Experience Developmental
Continuum of Skills**
with
**Pennsylvania Learning Standards for
Early Childhood**





The Experience Developmental Continuum of Skills

This document details the alignment of the **Pennsylvania Learning Standards for Early Childhood**. For questions or comments about this alignment, please contact info@experienceearlylearning.com

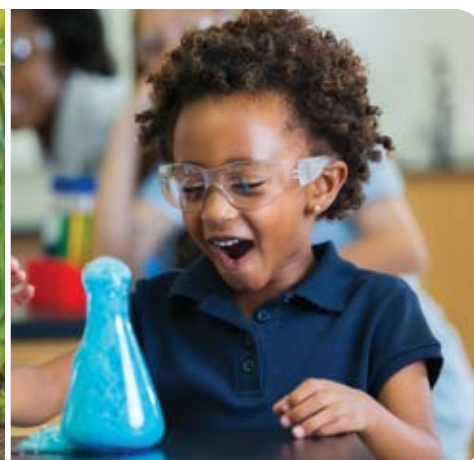
The Experience Developmental Continuum of Skills are embedded within all Experience Early Learning curricula and resources, such as Experience Preschool Curriculum, Experience Toddler and Experience Baby Curriculum.

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

Visit www.experiencecurriculum.com 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 Developmental Continuum of Skills please reference the Research Foundation Book, Edition 3.



Pennsylvania Learning Standards for Early Childhood

Infant & Toddler

Pre-Kindergarten



Infants-Toddlers

APPROACHES TO LEARNING THROUGH PLAY: CONSTRUCTING, ORGANIZING, AND APPLYING KNOWLEDGE	
AL.1 Constructing and Gathering Knowledge	
<p>A. CURIOSITY AND INITIATIVE BROAD STANDARD STATEMENT: Infants and toddlers will use sensory exploration and demonstrate a growing interest in the environment to gain information.</p>	
<p>Infant: AL.1 I.A Use the senses as a primary means to explore and learn from the environment.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Use hands, mouth, and eyes in a coordinated manner to explore body, objects, and surroundings. • Transfer items from hand to hand to investigate the feel or appearance. 	<p>ATL 2a Flexibility & Play: Shows flexibility ATL 2a.1 Shifts attention from one person or thing to another.</p> <p>ATL 2b Flexibility & Play: Engages in play ATL 2b.1 Explores and manipulates materials.</p> <p>SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.1 Looks for a person or toy that has moved out of sight.</p> <p>SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.1 Uses senses to explore environment.</p>
<p>Young Toddler: AL.1 YT.A Show interest in various environmental stimuli.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Ask questions to obtain an adult response. • Point to and move towards an object or activity. • Engage with objects to learn about them. • Reach for or ask to play with a new toy or object after introduced by adult. 	<p>ATL 2a Flexibility & Play: Shows flexibility ATL 2a.2 Shifts attention from one task to another with prompting and adult support.</p> <p>ATL 2b Flexibility & Play: Engages in play ATL 2b.2 Entertains and plays by themselves without adult or child involvement.</p> <p>SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.2 Asks simple questions about a familiar environment through words or gestures.</p>

	<p>SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect.</p>
<p>Older Toddler: AL.1 OT.A Explore characteristics of and ask questions about objects, people, activities, and environments.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Explore objects to see how they work (e.g., pushing buttons to start and stop, turning objects over). • Approach others at play and ask what they are doing or attempt to join in. • Make independent play choices. • Ask questions to seek information. 	<p>ATL 2a Flexibility & Play: Shows flexibility ATL 2a.3 With adult support, demonstrates ability to shift ideas, plan or imagination while working on a simple task or activity.</p> <p>ATL 2b Flexibility & Play: Engages in play ATL 2b.3 Watches others play and plays side by side with another person.</p> <p>SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.3 Begins to understand how things are connected and asks more complex questions about a familiar environment.</p> <p>SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support.</p>
<p>B. RISK-TAKING BROAD STANDARD STATEMENT: Infants and toddlers will demonstrate increased independence as they explore their environment and engage in new activities.</p>	
<p>Infant: AL.1 I.B Explore in the comfort of a familiar surrounding or adult.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Engage in play routines near a familiar adult. • Engage with an unfamiliar adult to complete routine activity while a familiar adult is nearby. • Try to take walking steps to reach a familiar adult. 	<p>ATL 2a Flexibility & Play: Shows flexibility ATL 2a.1 Shifts attention from one person or thing to another.</p> <p>ATL 2b Flexibility & Play: Engages in play ATL 2b.1 Explores and manipulates materials.</p> <p>SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.1 Looks for a person or toy that has moved out of sight.</p> <p>SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.1 Uses senses to explore environment.</p>

<p>Young Toddler: AL.1 YT.B Explore the environment in close proximity to and in the constant sight of familiar adult.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Engage with an unfamiliar adult while a familiar adult is nearby. • Participate in new experiences initiated by familiar adult. 	<p>ATL 2a Flexibility & Play: Shows flexibility ATL 2a.2 Shifts attention from one task to another with prompting and adult support.</p> <p>ATL 2b Flexibility & Play: Engages in play ATL 2b.2 Entertains and plays by themselves without adult or child involvement.</p> <p>SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.2 Asks simple questions about a familiar environment through words or gestures.</p> <p>SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect.</p>
<p>Older Toddler: AL.1 OT.B Explore the environment independently seeking occasional approval from adults.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Turn and look to adult for reassurance when attempting new things or meeting new people. • Observe adult completing a task, then independently attempt the task. 	<p>ATL 2a Flexibility & Play: Shows flexibility ATL 2a.3 With adult support, demonstrates ability to shift ideas, plan or imagination while working on a simple task or activity.</p> <p>ATL 2b Flexibility & Play: Engages in play ATL 2b.3 Watches others play and plays side by side with another person.</p> <p>SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.3 Begins to understand how things are connected and asks more complex questions about a familiar environment.</p> <p>SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support.</p>
<p>C. STAGES OF PLAY BROAD STANDARD STATEMENT: Infants and toddlers patterns of play will increase in complexity.</p>	
<p>Infant:</p>	<p>SED 3a Social relationships: Develops relationships with adults.</p>

<p>AL.1 I.C Engage in parallel play.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Move toward an object. • Imitate adult actions in play. • Children will independently play near adults. • Play near others without interacting with them. 	<p>SED 3a.1 Recognizes, interacts with and responds to primary caregivers.</p> <p>SED 3b Social relationships: Develops relationships with peers SED 3b.1 Notices, responds to and looks at peers.</p> <p>SED 3c Social relationships: Participates cooperatively in groups SED 3c.1 Engages in simple social interactions, such as games like peek-a-boo.</p>
<p>Young Toddler:</p> <p>AL.1 YT.C Engage in associative play.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Imitate action of peers and adults in their play. • Build with blocks alongside another block-builder, occasionally taking the other's blocks for own structure. • Color on paper with crayons while seated next to another child who is coloring or painting. • Place phone to ear and pretend to listen after watching a peer complete similar action. • Join others at play, first watching and later joining in. 	<p>SED 3a Social relationships: Develops relationships with adults. SED 3a.2 Stays close to and interacts with familiar adults for comfort and support.</p> <p>SED 3b Social relationships: Develops relationships with peers SED 3b.2 Engages in simple interactions with peers.</p> <p>SED 3c Social relationships: Participates cooperatively in groups SED 3c.2 Mimics actions of others.</p>
<p>Older Toddler:</p> <p>AL.1 OT.C Engage with others in simple cooperative play.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Interact with other children during play. • Join others at play, first watching and later joining in. • Act out familiar scenarios. 	<p>SED 3a Social relationships: Develops relationships with adults. SED 3a.3 Engages in interactions with new adults, but returns to the primary caregivers for comfort and support.</p> <p>SED 3b Social relationships: Develops relationships with peers SED 3b.3 Shows interest in interacting with peers and may demonstrate preference for specific peers.</p> <p>SED 3c Social relationships: Participates cooperatively in groups SED 3c.3 Joins a group and participates in an activity when asked.</p>
<p>AL.2 Organizing and Understanding Information</p>	
<p>A. ENGAGEMENT AND ATTENTION BROAD STANDARD STATEMENT: Infants and toddlers engagement and attention to tasks will develop over time.</p>	

<p>Infant: AL.2 I.A Interact with others, objects, or activities for short periods of time.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Attend to adult during reciprocal interaction. • Gaze with interest at adult, peer, or object nearby. • Engage in exploration of objects within the environment. 	<p>ATL 1a Attention & Persistence: Attends ATL 1a.1 Focuses for a short time on a person, sound or things.</p> <p>ATL 1b Attention & Persistence: Persists ATL 1b.1 Engages in a continued interaction or activity with a familiar object or adult.</p>
<p>Young Toddler: AL.2 YT.A Engage with others, focus attention, and participate in activities for longer periods of time.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Engage in the same activity over and over. • Engage with adult in extended reciprocal interactions. • Examine an object with interest. • Read a book with an adult from start to finish. 	<p>ATL 1a Attention & Persistence: Attends ATL 1a.2 Attends to what others are looking at or pointing to.</p> <p>ATL 1b Attention & Persistence: Persists ATL 1b.2 Repeats actions to gain a result.</p>
<p>Older Toddler: AL.2 OT.A Focus attention and participate in task-oriented activities.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Complete short, simple task with adult support. • Engage with peers in play for an extended period of time. • Participate with others focusing on a specific task. • Try a task or activity several times. 	<p>ATL 1a Attention & Persistence: Attends ATL 1a.3 Focuses on an engaging activity for a short period of time with adult reminders.</p> <p>ATL 1b Attention & Persistence: Persists ATL 1b.3 Asserts a desire to start or end a preferred activity. Asks for help as needed.</p>
<p>B. TASK ANALYSIS BROAD STANDARD STATEMENT: Infants and toddlers will develop an increased ability to understand the steps needed to complete tasks.</p>	
<p>Infant: AL.2 I.B Anticipate next step of a familiar routine or activity.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Repeat routine actions (e.g., lift legs for clean diaper placement, hold out hand for washing following diaper change, go to seat in expectation of meal). 	<p>ATL 1a Attention & Persistence: Attends ATL 1a.1 Focuses for a short time on a person, sound or things.</p> <p>ATL 1b Attention & Persistence: Persists ATL 1b.1 Engages in a continued interaction or activity with a familiar object or adult.</p>

<p>Young Toddler: AL.2 YT.B Know the sequence of familiar routines.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Complete the sequence of a familiar routine. • Demonstrate frustration when routine is changed. 	<p>ATL 1a Attention & Persistence: Attends ATL 1a.2 Attends to what others are looking at or pointing to.</p> <p>ATL 1b Attention & Persistence: Persists ATL 1b.2 Repeats actions to gain a result.</p>
<p>Older Toddler: AL.2 OT.B Identify and complete the sequence of familiar routines and tasks.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Complete a multi-step task with adult support. • Verbalize the daily schedule (e.g., breakfast comes after morning meeting). • Talk about ways to complete a task or activity and act on it. • Describe the sequential steps of basic routines and activities. 	<p>ATL 1a Attention & Persistence: Attends ATL 1a.3 Focuses on an engaging activity for a short period of time with adult reminders.</p> <p>ATL 1b Attention & Persistence: Persists ATL 1b.3 Asserts a desire to start or end a preferred activity. Asks for help as needed.</p>
<p>C. PERSISTENCE BROAD STANDARD STATEMENT: Infants and toddlers will develop an increased capacity to attend to a task even when faced with challenges.</p>	
<p>Infant: AL.2 I.C Engage with an object in more than one way.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Repeat attempts to engage an adult to meet needs. • Play with a variety of objects to determine similar and different outcomes. • Explore objects in the environment. 	<p>ATL 1a Attention & Persistence: Attends ATL 1a.1 Focuses for a short time on a person, sound or things.</p> <p>ATL 1b Attention & Persistence: Persists ATL 1b.1 Engages in a continued interaction or activity with a familiar object or adult.</p>
<p>Young Toddler: AL.2 YT.C Attempt to accomplish challenging tasks.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Demonstrate frustration when attempting to complete a difficult task (e.g., may give up, walk away from task). • Persist in working with materials that are challenging. • Solve simple problems independently. • Attempt to complete task in more than one way (e.g., using materials 	<p>ATL 1a Attention & Persistence: Attends ATL 1a.2 Attends to what others are looking at or pointing to.</p> <p>ATL 1b Attention & Persistence: Persists ATL 1b.2 Repeats actions to gain a result.</p>

<p>in more than one way, trial and error).</p> <ul style="list-style-type: none"> • Stick to a task for a short period of time before asking for help. • Show excitement in completion of a challenging task. 	
<p>Older Toddler: AL.2 OT.C Attempt to accomplish challenging tasks by employing familiar strategies.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Attempt to complete a task in more than one way (e.g., using materials in more than one way, trial and error, and breaking tasks into steps). • Focus on an activity or object while other things are occurring in the environment. • Stick to a task for a short period of time before asking for help. • Show pride in completion of a challenging task. 	<p>ATL 1a Attention & Persistence: Attends ATL 1a.3 Focuses on an engaging activity for a short period of time with adult reminders.</p> <p>ATL 1b Attention & Persistence: Persists ATL 1b.3 Asserts a desire to start or end a preferred activity. Asks for help as needed.</p>
<p>D. PATTERNING BROAD STANDARD STATEMENT: Infants and toddlers will begin to understand simple patterns.</p>	
<p>Infant: Emerging</p>	<p>Emerging</p>
<p>Young Toddler: AL.2 YT.D Recognize simple patterns in the environment.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Identify patterns in the environment (e.g., spots on an animal, stripes on a shirt). • Dance to rhythmic music. 	<p>M 5 Patterns: Copies, creates and extends patterns M 5.1 Plays predictable activities with caregivers, such as pat-a-cake and peekaboo. M 5.2 Notices things that repeat in the environment.</p> <p>CA 1b Music: Develops rhythm CA 1b.1 Responds to rhythm. CA 1b.2 Responds to changes in rhythm.</p> <p>CA 2b Dance & Movement: Develops movement techniques CA 2b.1 Moves body in a variety of ways. CA 2b.2 Moves body purposely. Sways or bounces to music.</p>
<p>Older Toddler: AL.2 OT.D Recognize and create simple patterns.</p> <p><i>The learner will:</i></p>	<p>M 5 Patterns: Copies, creates and extends patterns M 5.3 Fills in the missing piece of an AB pattern.</p> <p>CA 1b Music: Develops rhythm</p>

<ul style="list-style-type: none"> • Identify patterns in the environment (e.g., spots on an animal, stripes on a shirt, predictable text). • Clap out rhythmic patterns. • Create simple patterns using manipulatives. 	<p>CA 1b.3 Claps to beat. May not always be consistent. CA 1b.4 Claps along to simple rhythm patterns.</p> <p>CA 2b Dance & Movement: Develops movement techniques CA 2b.3 Follows the movements of others. Explores personal space and direction.</p>
<p>E. MEMORY BROAD STANDARD STATEMENT: Infants and toddlers will demonstrate an increased ability to retain and recall information.</p>	
<p>Infant: AL.2 I.E Recognize and respond to familiar adults and routines.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Smile when familiar adult enters room. • Act on familiar routines (e.g., go to changing table for diaper change). • Show excitement for familiar adult. 	<p>ATL 1a Attention & Persistence: Attends ATL 1a.1 Focuses for a short time on a person, sound or things.</p> <p>SS 4 History & Sense of Time: Develops sense of time SS 4.1 Focuses on interactions with others for a short time.</p>
<p>Young Toddler: AL.2 YT.E Recall information from previous experiences.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Relate information and/or experiences from the past. • Engage in memory games. 	<p>ATL 1a Attention & Persistence: Attends ATL 1a.2 Attends to what others are looking at or pointing to.</p> <p>SS 4 History & Sense of Time: Develops sense of time SS 4.2 Indicates the beginning or ending of an event.</p>
<p>Older Toddler: AL.2 OT.E Retain and recall information from previous experiences.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Relate information and/or experiences from the past. • Engage in memory games. • Recall details from stories, events, and experiences. 	<p>ATL 1a Attention & Persistence: Attends ATL 1a.2 Attends to what others are looking at or pointing to.</p> <p>SS 4 History & Sense of Time: Develops sense of time SS 4.3 Describes events as they happen. Uses words such as “first” and “then.”</p>
<p>AL.3 Applying Knowledge</p>	
<p>A/B. CREATIVITY/INVENTION BROAD STANDARD STATEMENT: Infants and toddlers will interact with their environment in increasingly unique and novel ways.</p>	

<p>Infant: AL.3 I.A/B Respond to music, art, and stories.</p> <p>Reference 9.1.V.I.B</p>	<p>LLD 6a Reading Comprehension: Responds to text LLD 6a.1 Interacts by reaching for or patting when a book is read.</p> <p>LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story LLD 6b.1 Looks at and listens to books read aloud by an adult.</p> <p>CA 1a Music: Expresses through music CA 1a.1 Makes sounds to communicate feelings.</p> <p>CA 1b Music: Develops rhythm CA 1b.1 Responds to rhythm.</p> <p>CA 1c Music: Develops tone CA 1c.1 Responds to sounds.</p> <p>CA 3a Visual Arts: Expresses through 2D and 3D visual art CA 3a.1 Expresses emotions while exploring materials.</p> <p>CA 3b Visual Arts: Develops visual art techniques CA 3b.1 Explores materials using gross motor movements and senses.</p>
<p>Young Toddler: AL.3 YT.A/B Express self through simple actions, gestures, and words.</p> <p>Reference 9.1.V.YT. A; 9.1.V.YT.B; 9.1.M.YT.E</p>	<p>LLD 6a Reading Comprehension: Responds to text LLD 6a.2 Chooses and holds a book and looks intently at each page.</p> <p>LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story LLD 6b.2 With prompting, answers “where” questions by pointing to pictures and repeating words from familiar stories.</p> <p>CA 1a Music: Expresses through music CA 1a.2 Repeats words in familiar songs and attempts to sing.</p> <p>CA 1b Music: Develops rhythm CA 1b.2 Responds to changes in rhythm.</p> <p>CA 1c Music: Develops tone CA 1c.2 Responds to changes in sound, volume or melody.</p> <p>CA 3a Visual Arts: Expresses through 2D and 3D visual art</p>

	<p>CA 3a.2 Scribbles, colors or paints intentionally on paper.</p> <p>CA 3b Visual Arts: Develops visual art techniques CA 3b.2 Uses hands and feet to explore a variety of media.</p>
<p>Older Toddler: AL.3 OT.A/B Construct music, art, and stories as a means of self-expression.</p> <p>None]</p>	<p>LLD 6a Reading Comprehension: Responds to text LLD 6a.3 Talks about pictures and ideas in familiar stories.</p> <p>LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story LLD 6b.3 Identifies the characters and setting in a story.</p> <p>CA 1a Music: Expresses through music CA 1a.3 Expresses likes and dislikes of familiar songs. Explores shaking, pounding and tapping various instruments.</p> <p>CA 1b Music: Develops rhythm CA 1b.3 Claps to beat. May not always be consistent.</p> <p>CA 1c Music: Develops tone CA 1c.3 Understands the difference between singing and speaking voices.</p> <p>CA 3a Visual Arts: Expresses through 2D and 3D visual art CA 3a.3 Explores a variety of artistic tools and media.</p> <p>CA 3b Visual Arts: Develops visual art techniques CA 3b.3 Uses materials to create shapes and symbols.</p>
<p>C. REPRESENTATION BROAD STANDARD STATEMENT: Infants and toddlers will use a variety of materials to represent their understanding of the environment.</p>	
<p>Infant: AL.3 I.C Use a variety of materials to create.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Explore a variety of materials. • Imitate use of materials when modeled by adult. 	<p>CA 3a Visual Arts: Expresses through 2D and 3D visual art CA 3a.1 Expresses emotions while exploring materials.</p> <p>CA 3b Visual Arts: Develops visual art techniques CA 3b.1 Explores materials using gross motor movements and senses.</p> <p>CA 4b Drama: Uses and creates props to represent other objects</p>

	or ideas CA 4b.1 Responds to props or puppets.
Young Toddler: AL.3 YT.C Use a variety of materials to represent familiar objects. <i>The learner will:</i> <ul style="list-style-type: none"> • Use non-conforming objects to create representations of real-life objects or activities (e.g., block for phone, stick for spoon). 	CA 1b Music: Develops rhythm CA 3a Visual Arts: Expresses through 2D and 3D visual art CA 3a.2 Scribbles, colors or paints intentionally on paper. CA 3b Visual Arts: Develops visual art techniques CA 3b.2 Uses hands and feet to explore a variety of media. CA 4b Drama: Uses and creates props to represent other objects or ideas CA 4b.2 Mimics the use of familiar objects.
Older Toddler: AL.3 OT.C Experiment with materials to represent objects. <i>The learner will:</i> <ul style="list-style-type: none"> • Use non-conforming objects to create representations of real-life objects or activities (e.g., block for phone, stick for spoon). • Use real-life objects to represent make-believe or fantasy objects (e.g., spoon for magic wand, broom for a flying horse). 	CA 3a Visual Arts: Expresses through 2D and 3D visual art CA 3a.3 Explores a variety of artistic tools and media. CA 3b Visual Arts: Develops visual art techniques CA 3b.3 Uses materials to create shapes and symbols. CA 4b Drama: Uses and creates props to represent other objects or ideas CA 4b.3 Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.
AL.4 Learning through Experience	
A. MAKING CONNECTIONS BROAD STANDARD STATEMENT: Infants and toddlers will demonstrate an increasing ability to make connections between experiences.	
Infant: AL.4 I.A Demonstrate comfort in routines, objects, and materials that reflect home experiences. <i>The learner will:</i> <ul style="list-style-type: none"> • Show comfort when shown or provided a favorite object from home. • Show excitement when steps of a routine mirror home experience. • Respond to familiar family phrases. 	SED 2b Self-Regulation: Follows routines and transitions SED 2b.1 Reacts to changes in tone of voice or expression. SED 2b.2 Participates in familiar routines and transitions with support.

<p>Young Toddler: AL.4 YT.A Relay experience from one setting to another.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Share new skills or tasks, learned or practiced, outside the school setting. • Apply a skill to multiple tasks (e.g., use measuring cups in sensory table, outside, and in cooking activity). • Use familiar phrases or behaviors from one setting in another setting. • Engage in play that reflects home culture. 	<p>SED 2b Self-Regulation: Follows routines and transitions SED 2b.2 Participates in familiar routines and transitions with support. SED 2b.3 Recognizes a familiar activity or routine and redirects to a new activity with support.</p>
<p>Older Toddler: AL.4 OT.A Notice similarities and differences between settings.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Relate personal experiences during play. • Identify things that can be done in one environment but not another (e.g., “I can serve my own food here, but mommy does it at home.”). • Tell another that he or she is doing something wrong when it varies from a familiar routine. • Ask questions about differences and similarities among peers. • State similarities between activities. 	<p>SED 2b Self-Regulation: Follows routines and transitions SED 2b.3 Recognizes a familiar activity or routine and redirects to a new activity with support. SED 2b.4 Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change.</p>
<p>B. RESILIENCY BROAD STANDARD STATEMENT: Infants and toddlers will demonstrate competence while attempting activities and tasks.</p>	
<p>Infant: AL.4 I.B Use comfort of familiar experiences to explore new activities and experiences.</p> <p>Reference 16.1 I.C</p>	<p>SED 1a Self-Awareness: Knows self and expresses confidence SED 1a.1 Responds to name by cooing, smiling or turning head toward person talking. Explores hands and feet.</p> <p>SED 1c Self-Awareness: Completes tasks independently SED 1c.1 Reaches for a familiar object or toy.</p>
<p>Young Toddler: AL.4 YT.B Repeat familiar activity to gain comfort and confidence.</p> <p>Reference 16.1 YT.C</p>	<p>SED 1a Self-Awareness: Knows self and expresses confidence SED 1a.2 Responds to name and interacts with self in mirror. Recognizes self as being separate from others.</p> <p>SED 1c Self-Awareness: Completes tasks independently SED 1c.2 Attempts to do a familiar task or explore objects independently.</p>

<p>Older Toddler: AL.4 OT.B Approach new experiences with confidence.</p> <p>Reference 16.1 OT.C</p>	<p>SED 1a Self-Awareness: Knows self and expresses confidence SED 1a.3 Name self and name basic body parts.</p> <p>SED 1c Self-Awareness: Completes tasks independently SED 1c.3 Completes familiar tasks and activities independently. May still need adult support on occasion.</p>
<p>C. PROBLEM-SOLVING BROAD STANDARD STATEMENT: Infants and toddlers will increasingly act with intention and persistence in attempting to problem-solve.</p>	
<p>Infant: AL.4 I.C Play with a variety of objects to determine similar and different outcomes.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Interact with an object in more than one way. • Repeat actions that have an interesting response. • Explore objects to see how they work. • Compare outcomes of actions upon objects (e.g., shake a rattle and then shake a ball to determine if they have similar responses). 	<p>SED 4a Problem-Solving: Solves problems SED 4a.1 Uses simple repeated actions or movements to solve a problem.</p> <p>SED 4b Problem-solving: Responsible decision-making SED 4b.1 Begins to recognize choices, such as reaching for a toy when multiple options are available.</p>
<p>Young Toddler: AL.4 YT.C Solve simple problems independently.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Demonstrate inflexibility when attempting to solve a problem (e.g., stick to one strategy, repeat error multiple times, unwilling to try alternative solution). • Repeat actions in attempt to achieve desired outcome. • Observe other's actions with materials to learn strategies for problem-solving. • Explore objects to see how they work. • Compare outcomes of actions upon objects (e.g., pour water through different objects and notice similarities and differences). • Try new ways to complete a familiar task. • Attempt to complete a task in more than one way (e.g., using materials in new ways, trial and error). • Use a previously successful strategy 	<p>SED 4a Problem-Solving: Solves problems SED 4a.2 Explores how things work using repeated trial and error to solve a problem.</p> <p>SED 4b Problem-solving: Responsible decision-making SED 4b.2 Responds to simple guidance on safe and kind choices.</p>

<p>Older Toddler:</p> <p>AL.4 OT.C Attempt problem solving activities to achieve a positive outcome.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Observe other's actions with materials to learn strategies for problem solving. • Try new ways to complete a familiar task. • Attempt to complete a task in more than one way (e.g., using materials in new ways, trial and error, breaking tasks into steps, ask for assistance). • Use a previously successful strategy. • Discuss the different ways used to accomplish a task or to solve a problem. 	<p>SED 4a Problem-Solving: Solves problems SED 4a.3 Recognizes a problem and asks for adult help to solve the problem.</p> <p>SED 4b Problem-solving: Responsible decision-making SED 4b.3 Identifies basic consequences of actions, such as "If I throw my toy, it might break."</p>
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SOCIAL AND EMOTIONAL DEVELOPMENT: STUDENT INTERPERSONAL SKILLS	
16.1 Self-Awareness and Self-Management	
<p>A. MANAGES EMOTIONS AND BEHAVIORS BROAD STANDARD STATEMENT: Infants and toddlers will demonstrate an increasing awareness of emotion.</p>	
<p>Infant:</p> <p>16.1 I.A Demonstrate an emotional response to the environment.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Use facial expressions to indicate emotions. • Express feelings (e.g., crying, smiling, laughing, cooing). • Self-soothe. • Show pleasure in familiar surroundings. • Withdrawal when over-stimulated. 	<p>SED 1d Self-Awareness: Identifies emotions SED 1d.1 Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort.</p> <p>SED 2a Self-Regulation: Manages feelings and behavior SED 2a.1 Calms with support from caregiver.</p>
<p>Young Toddler:</p> <p>16.1 YT.A Demonstrate an emotional response in reaction to an experience.</p> <p><i>The learner will:</i></p>	<p>SED 1d Self-Awareness: Identifies emotions SED 1d.2 Shows a range of emotions with facial expressions and gestures.</p> <p>SED 2a Self-Regulation: Manages feelings and behavior</p>

<ul style="list-style-type: none"> • Show joy, pleasure, or excitement when new things are learned. • Demonstrate a beginning sense of humor. • Use body to demonstrate emotions. • Imitate others' emotional reactions. • Manage emotions with adult support. • Display intense emotions (e.g., temper tantrums, stranger anxiety). 	<p>SED 2a.2 Seeks out a familiar adult, item or behavior to provide comfort when upset or in a new situation.</p>
<p>Older Toddler: 16.1 OT.A Make connections between emotions and behavior.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Demonstrate an emotional response in reaction to an experience. • Label basic emotions (e.g., happy, sad, mad, scared). • Use pretend play as a way to practice feelings. • Answer questions that connect behavior to emotion. • State how actions connect to emotions (e.g., "I pound playdough, I'm mad." "I love you, hug!"). 	<p>SED 1d Self-Awareness: Identifies emotions SED 1d.3 Recognizes and names a few personal feelings.</p> <p>SED 2a Self-Regulation: Manages feelings and behavior SED 2a.3 Begins to use strategies to regulate emotions or behavior with support from familiar adult.</p>
<p>B. INFLUENCES OF PERSONAL TRAITS ON LIFE BROAD STANDARD STATEMENT: Infants and toddlers will demonstrate an increasing awareness of self by showing preferences for objects, people, and activities.</p>	
<p>Infant: 16.1 I.B Demonstrate preference for specific objects and people.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Attend to adult during reciprocal interaction. • Gaze with interest at adult, peer, or object nearby. • Engage in exploration of objects within the environment. • Accept and reach for objects offered by adult. • Seek favorite object or book. 	<p>SED 1b Self-Awareness: Expresses needs and preferences 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>Young Toddler: 16.1 YT.B Demonstrate preference for specific objects or activities.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Make simple choices. • Ask for activity to be repeated. • Engage in the same activity over and over. • Demonstrate resistance when asked to end an activity they are 	<p>SED 1b Self-Awareness: Expresses needs and preferences SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people. SED 1b.3 Expresses likes and dislikes.</p>

engaged in.	
<p>Older Toddler:</p> <p>16.1 OT.B Communicate preference for people, objects, and activities.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Convey ownership of objects and people (e.g., say “That’s mine.” “That’s my mommy.”). • Request preferred activity. • Show preference for familiar adults. • Communicate resistance when asked to end an activity they are engaged in. • Engage in the same activity over and over. • Communicate choice 	<p>SED 1b Self-Awareness: Expresses needs and preferences</p> <p>SED 1b.3 Expresses likes and dislikes.</p> <p>SED 1b.4 When given two to three options, chooses their most desired option.</p>
<p>C. RESILIENCY</p> <p>BROAD STANDARD STATEMENT: Infants and toddlers will demonstrate competence while attempting activities and tasks.</p>	
<p>Infant:</p> <p>16.1 I.C Use comfort of familiar experiences to explore new activities and experiences.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Show interest in new experiences (e.g., try new foods). • Reach for and accept new objects with interest. • Repeat attempted action for mastery (e.g., standing, falling, and getting back up). 	<p>SED 1a Self-Awareness: Knows self and expresses confidence</p> <p>SED 1a.1 Responds to name by cooing, smiling or turning head toward person talking. Explores hands and feet.</p> <p>SED 1c Self-Awareness: Completes tasks independently</p> <p>SED 1c.1 Reaches for a familiar object or toy.</p>
<p>Young Toddler:</p> <p>16.1 YT.C Repeat familiar activity to gain comfort and confidence.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Show pleasure at own actions. • Explore environment with interest. • Indicate “more” to try something over and over. • Repeat challenging tasks or activities many times to achieve mastery. • Repeat familiar activity to gain comfort and confidence. 	<p>SED 1a Self-Awareness: Knows self and expresses confidence</p> <p>SED 1a.2 Responds to name and interacts with self in mirror. Recognizes self as being separate from others.</p> <p>SED 1c Self-Awareness: Completes tasks independently</p> <p>SED 1c.2 Attempts to do a familiar task or explore objects independently.</p>
Older Toddler:	SED 1a Self-Awareness: Knows self and expresses confidence

<p>16.1 OT.C Approach new experiences with confidence.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Show confidence and pleasure in the completion of a task or activity. • Demonstrate pride in completed accomplishments. • Attempt a teacher-suggested alternate solution to accomplish a task. 	<p>SED 1a.3 Name self and name basic body parts.</p> <p>SED 1c Self-Awareness: Completes tasks independently SED 1c.3 Completes familiar tasks and activities independently. May still need adult support on occasion.</p>
<p>D. GOAL-SETTING BROAD STANDARD STATEMENT: Infants and toddlers will establish goals independently</p>	
<p>Infant: Emerging</p>	<p>Emerging</p>
<p>Young Toddler: Emerging</p>	<p>Emerging</p>
<p>Older Toddler: 16.1 OT.D Establish goals independently.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Make simple choices. • Set and discuss goals for play and activities when asked. 	<p>ATL 1b Attention & Persistence: Persists ATL 1b.3 Asserts a desire to start or end a preferred activity. Asks for help as needed. ATL 1b.4 Practices or repeats an activity until successful. Expresses delight over a successful project.</p> <p>ATL 2b Flexibility & Play: Engages in play ATL 2b.3 Watches others play and plays side by side with another person. ATL 2b.4 Joins a group and participates in group play. May have different purposes of play.</p>
<p>E. IDENTITY DEVELOPMENT BROAD STANDARD STATEMENT: Infants and toddlers will demonstrate competence an increased concept of self.</p>	
<p>Infant: 16.1 I.E Respond to self in mirror.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Move toward mirrors in the environment. • Smile when held to a mirror. • Coo when looking in mirror. • Point to and babble at self in mirror 	<p>SED 1a Self-Awareness: Knows self and expresses confidence SED 1a.1 Responds to name by cooing, smiling or turning head toward person talking. Explores hands and feet. SED 1a.2 Responds to name and interacts with self in mirror. Recognizes self as being separate from others.</p>

<p>Young Toddler: 16.1 Y.T.E Convey ownership of objects and people.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Say “Mine.” • Take object from peer and adult. • Collect objects. • Display possessiveness or jealousy towards others. • Demonstrate resistance when asked to end an activity they are engaged in. 	<p>SED 1a Self-Awareness: Knows self and expresses confidence SED 1a.2 Responds to name and interacts with self in mirror. Recognizes self as being separate from others.</p> <p>SED 1b Self-Awareness: Expresses needs and preferences SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people.</p>
<p>Older Toddler: 16.1 O.T.E Use language that indicates knowledge of self.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Use words that mean self when speaking (e.g., “Me do it.” “I can.”). • Tell stories about self. • Relate personal experiences to other experiences. 	<p>SED 1a Self-Awareness: Knows self and expresses confidence SED 1a.3 Name self and name basic body parts. SED 1a.4 Identifies characteristics of self.</p> <p>SED 1b Self-Awareness: Expresses needs and preferences SED 1b.3 Expresses likes and dislikes. SED 1b.4 When given two to three options, chooses their most desired option.</p>
<p>16.2 Establishing and Maintaining Relationships</p>	
<p>A. RELATIONSHIPS – TRUST AND ATTACHMENT BROAD STANDARD STATEMENT: Infants and toddlers will attach to familiar adults and use this bond as a secure base to develop independence.</p>	
<p>Infant: 16.2 I.A Show affection and bond with familiar adults.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Respond and attend to adult’s interactions. • Accept physical comfort and respond to cuddling. • Seek to be near familiar adults. • Display recognition of trusted adults. 	<p>SED 3a Social relationships: Develops relationships with adults. SED 3a.1 Recognizes, interacts with and responds to primary caregivers.</p>
<p>Young Toddler: 16.2 Y.T.A Use trusted adult as a secure base from which to explore the environment.</p> <p><i>The learner will:</i></p>	<p>SED 3a Social relationships: Develops relationships with adults. SED 3a.2 Stays close to and interacts with familiar adults for comfort and support.</p>

<ul style="list-style-type: none"> • Watch adults for their response to actions. • Use gestures and simple words to express need to trusted adults for comfort. • Respond and attend to adult's interactions. • Seek to be near familiar adults. • Display apprehension when an unfamiliar adult comes near. • Seek attention from trusted adults. 	
<p>Older Toddler: 16.2 OT.A Develop relationships that extend beyond trusted adults.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Engage in reciprocal conversation with familiar peers and adults. • Respond to familiar adult's questions and directions. • Demonstrate appropriate affection for familiar adults and peers. • Seek out companionship from another child. • Use words denoting friendship. • Ask a child to play (e.g., "Do you want to make a block house with me?"). • Play cooperatively with a few peers for a short period of time. • Show interest in unfamiliar adults. • Demonstrate increasing ability to separate from trusted adults without distress 	<p>SED 3a Social relationships: Develops relationships with adults. SED 3a.3 Engages in interactions with new adults, but returns to the primary caregivers for comfort and support. SED 3a.4 Engages in positive back-and-forth interactions with new or familiar adults.</p>
<p>B. DIVERSITY BROAD STANDARD STATEMENT: Infants and toddlers will recognize there are similarities and differences between self and others.</p>	
<p>Infant: 16.2 I.B Notice differences in others.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • React to something unfamiliar (e.g., scent, appearance, dress, voice, touch). • Attempt to touch face or hair of peer. • Cry when unfamiliar adult approaches. 	<p>SS 1c Culture & Community: Respect diversity SS 1c.1 Sees diverse features of people in books, toys and media.</p>
<p>Young Toddler: 16.2 YT.B Recognize similarities and differences between self and others.</p>	<p>SS 1c Culture & Community: Respect diversity SS 1c.2 Explores people and their features, either in person or in pictures.</p>

<p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Engage in activities that reflect home culture (e.g., dramatic play—cooking food served in the home). • Engage in activities that promote labeling of personal characteristics (e.g., likes, dislikes, physical characteristics, family make-up). • Attempt to touch face or hair of peer. • Cry when unfamiliar adult approaches. 	
<p>Older Toddler: 16.2 OT.B Communicate about similarities and differences between self and others.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Make drawings of people including self-portraits. • Engage in activities that reflect home culture (e.g., dramatic play—cooking food served in the home). • Engage in activities that promote labeling of personal characteristics (e.g., likes, dislikes, physical characteristics, family make-up). 	<p>SS 1c Culture & Community: Respect diversity SS 1c.3 Identifies similarities and differences between self and others.</p>
<p>C. COMMUNICATION BROAD STANDARD STATEMENT: Infants and toddlers will engage in reciprocal conversations</p>	
<p>Infant: 16.2 I.C Use sounds and gestures as a form of reciprocal communication.</p> <p>Reference 1.5 I.A</p>	<p>LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.1 Uses vocalizations and gestures to communicate.</p> <p>LLD 2b Communication: Uses conversational skills LLD 2b.1 Responds with babbles or sounds with prompting.</p> <p>LLD 2c Communication: Uses sentence structure LLD 2c.1 Makes single sounds.</p> <p>LLD 2d Communication: Uses and expands vocabulary LLD 2d.1 Uses sounds and gestures to communicate.</p>
<p>Young Toddler: 16.2 YT.C Use sounds, gestures, and words as a form of reciprocal communication.</p> <p>Reference 1.5 YT.A</p>	<p>LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.2 Uses a few words, signs or word-like sounds to communicate.</p> <p>LLD 2b Communication: Uses conversational skills</p>

	<p>LLD 2b.2 Responds to one exchange, but is not on topic.</p> <p>LLD 2c Communication: Uses sentence structure LLD 2c.2 Communicates using one- to two-word sentences.</p> <p>LLD 2d Communication: Uses and expands vocabulary LLD 2d.2 Repeats words heard frequently in environment.</p>
<p>Older Toddler: 16.2 OT.C Engage in reciprocal conversations and interactions with peers and adults.</p> <p>Reference 1.5 OT.A</p>	<p>LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.3 Communicates needs, desires and ideas or asks simple questions.</p> <p>LLD 2b Communication: Uses conversational skills LLD 2b.3 Responds on topic for one exchange.</p> <p>LLD 2c Communication: Uses sentence structure LLD 2c.3 Communicates using two- to four-word sentences.</p> <p>LLD 2d Communication: Uses and expands vocabulary LLD 2d.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.</p>
<p>D. MANAGING INTERPERSONAL CONFLICTS BROAD STANDARD STATEMENT: Infants and toddlers will demonstrate competence an increased ability to communicate about and seek help for interpersonal conflicts.</p>	
<p>Infant: 16.2 I.D Express emotion relating to a conflict.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Cry or use inappropriate action to express frustration. 	<p>SED 1d Self-Awareness: Identifies emotions SED 1d.1 Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort.</p> <p>SED 2a Self-Regulation: Manages feelings and behavior SED 2a.1 Calms with support from caregiver.</p>
<p>Young Toddler: 16.2 YT.D Express emotion relating to a conflict.</p> <p><i>The learner will:</i></p>	<p>SED 1d Self-Awareness: Identifies emotions SED 1d.2 Shows a range of emotions with facial expressions and gestures.</p>

<ul style="list-style-type: none"> • Cry or use inappropriate action to express frustration. • Use some language to express emotion (e.g., “No.” “Mine.”). 	SED 2a Self-Regulation: Manages feelings and behavior SED 2a.2 Seeks out a familiar adult, item or behavior to provide comfort when upset or in a new situation.
Older Toddler: 16.2 OT.D Communicate about a conflict and seek help to solve. <i>The learner will:</i> <ul style="list-style-type: none"> • Use language to express emotion and describe needs (e.g., “I want that block.” “Hey, that’s mine.”). • With adult support, engage in simple conflict resolution strategies (e.g., turn taking, redirection). • Ask adult to intervene. 	SED 1d Self-Awareness: Identifies emotions SED 1d.3 Recognizes and names a few personal feelings. SED 2a Self-Regulation: Manages feelings and behavior SED 2a.3 Begins to use strategies to regulate emotions or behavior with support from familiar adult.
E. SUPPORT – ASKING FOR HELP BROAD STANDARD STATEMENT: Infants and toddlers will use relationships with trusted adults and peers to meet needs.	
Infant: 16.2 I.E Indicate needs through vocalizations and body movements. <i>The learner will:</i> <ul style="list-style-type: none"> • Cry to express need. • Point and move towards desired object. • Use basic sign language to indicate need. 	SED 1b Self-Awareness: Expresses needs and preferences SED 1b.1 Vocalizes or moves to express wants and needs. SED 3a Social relationships: Develops relationships with adults. SED 3a.1 Recognizes, interacts with and responds to primary caregivers.
Young Toddler: 16.2 YTE Communicate needs. <i>The learner will:</i> <ul style="list-style-type: none"> • Cry to express need. • Point and move towards desired object. • Use basic language to indicate need (e.g., “Mine,” basic signs). • Use gestures to indicate need. 	SED 1b Self-Awareness: Expresses needs and preferences SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people. SED 3a Social relationships: Develops relationships with adults. SED 3a.2 Stays close to and interacts with familiar adults for comfort and support.
Older Toddler: 16.2 OTE Ask for help when needed. <i>The learner will:</i> <ul style="list-style-type: none"> • Attempt tasks independently before asking for help. 	SED 1b Self-Awareness: Expresses needs and preferences SED 1b.3 Expresses likes and dislikes. SED 1b.4 When given two to three options, chooses their most desired option.

<ul style="list-style-type: none"> • Recognize when help is needed. • Recognize appropriate sources of help (e.g., familiar adult, community helpers, peers). • Ask for adult help to solve a problem or to complete a task. 	<p>SED 3a Social relationships: Develops relationships with adults. SED 3a.3 Engages in interactions with new adults, but returns to the primary caregivers for comfort and support. SED 3a.4 Engages in positive back-and-forth interactions with new or familiar adults.</p>
16.3 Decision-Making and Responsible Behavior	
<p>A. DECISION-MAKING SKILLS BROAD STANDARD STATEMENT: Infants and toddlers will recognize that choices have consequences.</p>	
<p>Infant: 16.3 I.A Demonstrate preference for specific objects and people.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Attend to adult during reciprocal interaction. • Gaze with interest at adult, peer, or object nearby. • Engage in exploration of objects within the environment. • Accept and reach for objects offered by adult. • Seek favorite object or book 	<p>SED 1b Self-Awareness: Expresses needs and preferences SED 1b.1 Vocalizes or moves to express wants and needs.</p> <p>SED 4b Problem-solving: Responsible decision-making SED 4b.1 Begins to recognize choices, such as reaching for a toy when multiple options are available.</p>
<p>Young Toddler: 16.3 YT.A Make simple choices.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Choose between two options provided by adult. • Seek favorite object or activity. 	<p>SED 1b Self-Awareness: Expresses needs and preferences SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people.</p> <p>SED 4b Problem-solving: Responsible decision-making SED 4b.2 Responds to simple guidance on safe and kind choices.</p>
<p>Older Toddler: 16.3 OT.A Recognize the consequences of choices.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Make simple choices. • Discuss consequences of choices. • Seek reinforcement for behavior. • Test limits set by adults. 	<p>SED 1b Self-Awareness: Expresses needs and preferences SED 1b.3 Expresses likes and dislikes. SED 1b.4 When given two to three options, chooses their most desired option.</p> <p>SED 4b Problem-solving: Responsible decision-making SED 4b.3 Identifies basic consequences of actions, such as “If I throw my toy, it might break.” SED 4b.4 With adult support, lists choices or solutions before making a decision.</p>
B. UNDERSTANDING SOCIAL NORMS (Social Identity)	

BROAD STANDARD STATEMENT: Infants and toddlers will demonstrate an increased understanding of socially acceptable behaviors.	
<p>Infant: 16.3 I.B Respond to adult guidance about behavior.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Smile when acknowledged for positive behavior. • Stop behavior when told “No” or “Stop.” • Look at adult before repeating a behavior. 	<p>SED 2a Self-Regulation: Manages feelings and behavior SED 2a.1 Calms with support from caregiver.</p> <p>SED 2b Self-Regulation: Follows routines and transitions SED 2b.1 Reacts to changes in tone of voice or expression.</p>
<p>Young Toddler: 16.3 YT.B Demonstrate basic understanding of rules.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Understand one word rules such as “No” or “Stop.” • Indicate that a behavior should not be done by saying “No, no.” • Test limits. • Follow simple rules with adult guidance. 	<p>SED 2a Self-Regulation: Manages feelings and behavior SED 2a.2 Seeks out a familiar adult, item or behavior to provide comfort when upset or in a new situation.</p> <p>SED 2b Self-Regulation: Follows routines and transitions SED 2b.2 Participates in familiar routines and transitions with support.</p>
<p>Older Toddler: 16.3 OT.B Follow basic rules.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Put toys away at clean-up time. • Keep toys in a specific location. • Join group for circle time. • Test limits. • Demonstrate autonomy by saying “No,” but will cooperate with teacher guidance. • Respond appropriately when adult identifies an unsafe practice. 	<p>SED 2a Self-Regulation: Manages feelings and behavior SED 2a.3 Begins to use strategies to regulate emotions or behavior with support from familiar adult.</p> <p>SED 2b Self-Regulation: Follows routines and transitions SED 2b.3 Recognizes a familiar activity or routine and redirects to a new activity with support.</p>
<p>C. RESPONSIBLE ACTIVE ENGAGEMENT – EMPATHY BROAD STANDARD STATEMENT: Infants and toddlers will demonstrate an increased ability to recognize and respond to the emotional expressions of others.</p>	
<p>Infant: 16.3 I.C React to others’ expressions of emotion.</p>	<p>SED 3d Social relationships: Identifies and respects emotions of others SED 3d.1 Adjusts behavior according to emotional or facial response of</p>

<p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Show interest in another child (e.g., touch or pat on back). • Begin to cry or show distress when another child is crying. • Smiles and turns head to look at a person when laughing. 	a familiar person.
<p>Young Toddler: 16.3 YT.C Engage in empathy and compassion in some situations.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Attempt to soothe another who is distressed. • Hand another child an object when he/her notices him/her looking at it. • Give hugs. 	<p>SED 3d Social relationships: Identifies and respects emotions of others</p> <p>SED 3d.2 Explores different facial expressions, such as in pictures.</p> <p>SED 3d.3 Recognizes the emotions of others and demonstrates concern for others.</p>
<p>Old Toddler: 16.3 OT.C Demonstrate empathy and compassion for others.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Tell or indicate that another child appears to be distressed. • Recognize and name others' feelings. • Help a child with a task (e.g., clean up). • Attempt to soothe another who is distressed. • Engage in signs of affection (e.g., hand-holding, hugs). 	<p>SED 3d Social relationships: Identifies and respects emotions of others</p> <p>SED 3d.3 Recognizes the emotions of others and demonstrates concern for others.</p> <p>SED 3d.4 Explains how and why someone may be feeling a certain emotion.</p>

LANGUAGE AND LITERACY DEVELOPMENT: ENGLISH LANGUAGE ARTS	
1.1 Foundational Skills	
<p>A. BOOK HANDLING</p> <p>BROAD STANDARD STATEMENT: Infants and toddlers will demonstrate book-handling skills.</p>	
<p>Infant: 1.1 I.A Explore books in a variety of ways.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Gaze, babble, pat, and point at books. • Attend to pictures in a book during lap-reading with an adult. 	<p>LLD 5 Concepts of Print: Uses print concepts and explores books and other text</p> <p>LLD 5.1 Opens and closes books, looks at them and points to pictures.</p>

<p>Young Toddler: 1.1 YT.A Demonstrate beginning book-handling skills.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Point to or frequently turn to favorite parts of a book. • Turn pages. • Pretend to read by tracking 	<p>LLD 5 Concepts of Print: Uses print concepts and explores books and other text LLD 5.2 Recognizes if pictures are right-side up. Turns pages from front to back of the book.</p>
<p>Older Toddler: 1.1 OT.A Demonstrate beginning book-handling skills.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Independently seek books to read during free play. • Orient book correctly. • Turn pages in order. • Use pointer or finger to track print. 	<p>LLD 5 Concepts of Print: Uses print concepts and explores books and other text LLD 5.3 Distinguishes between pictures and words. Identifies the front and back cover. LLD 5.4 Distinguishes between letters and words. Indicates where to start reading on a page.</p>
<p>B. PRINT CONCEPTS BROAD STANDARD STATEMENT: Infants and toddlers will become increasingly aware of print.</p>	
<p>Infant: 1.1 I.B Demonstrate interest in books that have color, pattern, and contrast.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Gaze, babble, pat, and point at books. • Attend to pictures in a book during lap-reading with an adult. 	<p>LLD 5 Concepts of Print: Uses print concepts and explores books and other text LLD 5.1 Opens and closes books, looks at them and points to pictures.</p>
<p>Young Toddler: 1.1 YT.B Demonstrate interest in pictures and text.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Show preference for favorite books or pages. • Point to or frequently turn to favorite parts in a book. • Notice print in the environment. 	<p>LLD 5 Concepts of Print: Uses print concepts and explores books and other text LLD 5.2 Recognizes if pictures are right-side up. Turns pages from front to back of the book.</p>
<p>Older Toddler: 1.1 OT.B Recognize that print has meaning.</p> <p><i>The learner will:</i></p>	<p>LLD 5 Concepts of Print: Uses print concepts and explores books and other text LLD 5.3 Distinguishes between pictures and words. Identifies the front and back cover.</p>

<ul style="list-style-type: none"> • Chose books from a collection and name each one even if not using proper titles. • Differentiate between numbers and letters. • Recognize some letters in his/her name. 	LLD 5.4 Distinguishes between letters and words. Indicates where to start reading on a page.
C. PHONOLOGICAL AWARENESS BROAD STANDARD STATEMENT: Infants and toddlers will learn to make sense of sounds within the environment.	
<p>Infant: 1.1 I.C Respond to sounds in the environment.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Startle to unfamiliar sounds (e.g., vacuum cleaner). • Respond positively to familiar sounds and words (e.g., voice of familiar adult). • Repeat sounds initiated by adult. • Look towards sounds. 	<p>LLD 3a Phonological Awareness: Rhyme LLD 3a.1 Listens to and moves to rhyming songs.</p> <p>LLD 3b Phonological Awareness: Hears large units of sound LLD 3b.1 Babbles and vocalizes using sound, volume and inflection.</p> <p>LLD 3c Phonological Awareness: Hears small units of sound LLD 3c.1 Coos and makes sounds such as “oo” and “ah.”</p>
<p>Young Toddler: 1.1 YT.C Identify and imitate familiar sounds in the environment.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Label sounds when they are heard (e.g., say “dog” when they hear a dog barking). • Repeat a sound sequence (e.g., “E, I, E, I, O.”). 	<p>LLD 3a Phonological Awareness: Rhyme LLD 3a.2 Repeats the last word in familiar rhymes when prompted.</p> <p>LLD 3b Phonological Awareness: Hears large units of sound LLD 3b.2 Repeats words or short sentences.</p> <p>LLD 3c Phonological Awareness: Hears small units of sound LLD 3c.2 Imitates or repeats sounds and tones.</p>
<p>Older Toddler: 1.1 OT.C Categorize familiar sounds.</p> <p>The learner will:</p> <ul style="list-style-type: none"> • Identify animal sounds. • Listen to sounds and guess what they are. • Use and imitate sounds when playing. • Recognize sounds that are similar to those found in name. • Engage in activities that include rhyme and alliteration. 	<p>LLD 3a Phonological Awareness: Rhyme LLD 3a.3 Suggests a missing rhyming word within a poem or song.</p> <p>LLD 3b Phonological Awareness: Hears large units of sound LLD 3b.3 Show s awareness of separate words in spoken language.</p> <p>LLD 3c Phonological Awareness: Hears small units of sound LLD 3c.3 Engages in word and sound play through songs and games.</p>
D. PHONICS AND WORD RECOGNITION BROAD STANDARD STATEMENT: Infants and toddlers will engage with print within their environment.	

Infant: Emerging	Emerging
Young Toddler: Emerging	Emerging
Older Toddler: 1.1 OT.D Recognize familiar environmental print. <i>The learner will:</i> <ul style="list-style-type: none"> • Recognize and associate familiar logos (e.g., restaurants, stores, teams). • Recognize objects labeled with his/her name. 	LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words LLD 4.3 Recognizes the first letter and letter sound in their name. LLD 5 Concepts of Print: Uses print concepts and explores books and other text LLD 5.3 Distinguishes between pictures and words. Identifies the front and back cover.
1.2 Reading Informational Text	
B. KEY IDEAS AND DETAILS – TEXT ANALYSIS BROAD STANDARD STATEMENT: Infants and toddlers will actively engage with text.	
Infant: 1.2 I.B Attend to a picture in a text when reading with an adult. <i>The learner will:</i> <ul style="list-style-type: none"> • Gaze at pages of a text. • Point to familiar objects pictured within a text. • Attempt to communicate about familiar objects in text (e.g., sees a ball and says “ba,” uses sign for apple when seeing an apple). 	LLD 5 Concepts of Print: Uses print concepts and explores books and other text LLD 5.1 Opens and closes books, looks at them and points to pictures.
Young Toddler: 1.2 YT.B Respond to simple questions about a text. <i>The learner will:</i> <ul style="list-style-type: none"> • Point to picture in a text when asked by an adult. • Attempt to communicate about the text when asked by an adult 	LLD 5 Concepts of Print: Uses print concepts and explores books and other text LLD 5.2 Recognizes if pictures are right-side up. Turns pages from front to back of the book.
Older Toddler: 1.2 OT.B Answer simple questions about a text. <i>The learner will:</i>	LLD 5 Concepts of Print: Uses print concepts and explores books and other text LLD 5.3 Distinguishes between pictures and words. Identifies the front and back cover.

<ul style="list-style-type: none"> • Use some details from the text to answer questions. • Answer “who” or “what” the text is about. 	LLD 5.4 Distinguishes between letters and words. Indicates where to start reading on a page.
C. KEY IDEAS AND DETAILS BROAD STANDARD STATEMENT: Infants and toddlers will begin to relate text to their personal experiences.	
Infant: Emerging	Emerging
Young Toddler: 1.2 YT.C Relate familiar objects in a text to personal experience. <i>The learner will:</i> <ul style="list-style-type: none"> • Point to picture in a book when asked by adult. • Answer a question about a book (e.g., “What is the bat eating?”). • Move to real object after viewing in a text. 	LLD 6a Reading Comprehension: Responds to text LLD 6a.1 Interacts by reaching for or patting when a book is read. LLD 6a.2 Chooses and holds a book and looks intently at each page. LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story LLD 6b.1 Looks at and listens to books read aloud by an adult. LLD 6b.2 With prompting, answers “where” questions by pointing to pictures and repeating words from familiar stories.
Older Toddler: 1.2 OT.C Relate text to personal experiences when asked. <i>The learner will:</i> <ul style="list-style-type: none"> • Respond to action in a story (e.g., jump when characters jump). • Share personal experience and prior knowledge that is relevant to the text. • Answer questions about text that relate to personal experiences. • Choose text based on personal interest and experiences 	LLD 6a Reading Comprehension: Responds to text 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 Reading Comprehension: Retells, asks and answers questions about a text or story LLD 6b.3 Identifies the characters and setting in a story. LLD 6b.4 Retells portions of a story using pictures, gestures or props.
E. CRAFT AND STRUCTURE – TEXT STRUCTURE BROAD STANDARD STATEMENT: Infants and toddlers will show an awareness of parts of the book.	
Infant: Emerging	Emerging
Young Toddler: 1.2 YT.E Identify a favorite book by its cover. <i>The learner will:</i>	LLD 5 Concepts of Print: Uses print concepts and explores books and other text LLD 5.1 Opens and closes books, looks at them and points to pictures. LLD 5.2 Recognizes if pictures are right-side up. Turns pages from front

<ul style="list-style-type: none"> • Use front cover to locate favorite text. • Ask adult to read a favorite text often. 	<p>to back of the book.</p> <p>LLD 6a Reading Comprehension: Responds to text LLD 6a.1 Interacts by reaching for or patting when a book is read. LLD 6a.2 Chooses and holds a book and looks intently at each page.</p>
<p>Older Toddler: 1.2 OT.E Identify a text by the front cover.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Locate a familiar text when provided with title. • Locate an unfamiliar text when provided a description of the front cover. 	<p>LLD 5 Concepts of Print: Uses print concepts and explores books and other text LLD 5.3 Distinguishes between pictures and words. Identifies the front and back cover. LLD 5.4 Distinguishes between letters and words. Indicates where to start reading on a page.</p> <p>LLD 6a Reading Comprehension: Responds to text 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.</p>
<p>G. INTEGRATION OF KNOWLEDGE AND IDEAS – DIVERSE MEDIA BROAD STANDARD STATEMENT: Infants and toddlers will begin to associate pictures with text.</p>	
<p>Infant: Emerging</p>	<p>Emerging</p>
<p>Young Toddler: Emerging</p>	<p>Emerging</p>
<p>Older Toddler: 1.2 OT.G Notice details in illustration or picture.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Describe details about pictures in text. 	<p>LLD 6a Reading Comprehension: Responds to text 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.</p>
<p>J. VOCABULARY ACQUISITION AND USE BROAD STANDARD STATEMENT: Infants and toddlers will acquire and use an increased amount of vocabulary in everyday speech.</p>	
<p>Infant: 1.2 I.J Use single words to identify family members and familiar objects.</p>	<p>LLD 2d Communication: Uses and expands vocabulary LLD 2d.1 Uses sounds and gestures to communicate. LLD 2d.2 Repeats words heard frequently in environment.</p>

<p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Look at or move toward named person or object. • Repeat sounds initiated by adult. • Use newly acquired vocabulary to name objects. 	
<p>Young Toddler: 1.2 YT.J Use new vocabulary in everyday speech.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Ask adults questions to learn names for new objects. • Use newly acquired vocabulary to name objects. • Understand about 200 words and use about 50 in everyday speech. 	<p>LLD 2d Communication: Uses and expands vocabulary LLD 2d.2 Repeats words heard frequently in environment. LLD 2d.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.</p>
<p>Older Toddler: 1.2. OT.J Use expanded vocabulary in everyday speech.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Talk about pictures using new vocabulary words or phrases. • Use new vocabulary in the context of dramatic play, daily routines, and classroom conversations. • Begin to use new vocabulary when asking questions or describing situations or objects. • Use prepositions and pronouns. • Understand as many as 900 words and use about 300 in everyday speech. 	<p>LLD 2d Communication: Uses and expands vocabulary LLD 2d.3 Identifies familiar people, places and objects. Asks what a specific person or object is called. LLD 2d.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p>
<p>L. RANGE OF READING BROAD STANDARD STATEMENT: Infants and toddlers will engage in reading activities.</p>	
<p>Infant: 1.2 I.L Engage in reading activities.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Gaze, babble, pat, and point at books or photos. • Attend to pictures in a book during lap-reading with an adult. • Purposefully seek out opportunities to engage with books. 	<p>LLD 5 Concepts of Print: Uses print concepts and explores books and other text LLD 5.1 Opens and closes books, looks at them and points to pictures.</p> <p>LLD 6a Reading Comprehension: Responds to text LLD 6a.1 Interacts by reaching for or patting when a book is read.</p>
<p>Young Toddler: 1.2. YT.L Actively engage in reading activities for short periods of</p>	<p>LLD 5 Concepts of Print: Uses print concepts and explores books and other text</p>

<p>time.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Listen to and interact with adult. • Point to or frequently turn to favorite parts of a book. • Ask and answer questions about the text being read aloud. • Purposefully seek out opportunities to engage with books. 	<p>LLD 5.2 Recognizes if pictures are right-side up. Turns pages from front to back of the book.</p> <p>LLD 6a Reading Comprehension: Responds to text LLD 6a.2 Chooses and holds a book and looks intently at each page.</p>
<p>Older Toddler: 1.2. OT.L Actively engage in small group reading activities.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Share prior knowledge about text being read aloud. • Ask and answer questions about text being read aloud. • Respond to comments from other children. • Use ideas gained in group reading, other daily routines, learning centers, and activities. 	<p>LLD 5 Concepts of Print: Uses print concepts and explores books and other text LLD 5.3 Distinguishes between pictures and words. Identifies the front and back cover. LLD 5.4 Distinguishes between letters and words. Indicates where to start reading on a page.</p> <p>LLD 6a Reading Comprehension: Responds to text 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.</p>
1.3 Reading Literature	
<p>A. KEY IDEAS AND DETAILS – THEME BROAD STANDARD STATEMENT: Infants and toddlers will recall an event from a story.</p>	
<p>Infant: Emerging</p>	Emerging
<p>Young Toddler: Emerging</p>	Emerging
<p>Older Toddler: 1.3 OT.A Recall an event from a story.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Name one event in a story. • Talk about what the story is about. • Finish a familiar story when adult pauses. 	<p>LLD 6a Reading Comprehension: Responds to text 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.</p>
B. KEY IDEAS AND DETAILS – TEXT ANALYSIS	

BROAD STANDARD STATEMENT: Infants and toddlers will actively engage with a story.	
<p>Infant: 1.3 I.B Attend to a picture in a story when reading with an adult.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Gaze at pages of a story. • Point to familiar objects pictured within a story. • Attempt to communicate about familiar objects in story (e.g., sees a ball and says “ba,” uses sign for apple when seeing an apple). 	<p>LLD 5 Concepts of Print: Uses print concepts and explores books and other text LLD 5.1 Opens and closes books, looks at them and points to pictures.</p> <p>LLD 6a Reading Comprehension: Responds to text LLD 6a.1 Interacts by reaching for or patting when a book is read.</p>
<p>Young Toddler: 1.3 YT.B Respond to simple questions about a story.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Point to picture in a story when asked by an adult. • Attempt to communicate about the story when asked by an adult. 	<p>LLD 5 Concepts of Print: Uses print concepts and explores books and other text LLD 5.2 Recognizes if pictures are right-side up. Turns pages from front to back of the book.</p> <p>LLD 6a Reading Comprehension: Responds to text LLD 6a.2 Chooses and holds a book and looks intently at each page.</p>
<p>Older Toddler: 1.3 OT.B Answer simple questions about a story.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Use some details from the story to answer questions. • Answer “who” or “what” the story is about. 	<p>LLD 5 Concepts of Print: Uses print concepts and explores books and other text LLD 5.3 Distinguishes between pictures and words. Identifies the front and back cover. LLD 5.4 Distinguishes between letters and words. Indicates where to start reading on a page.</p> <p>LLD 6a Reading Comprehension: Responds to text 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.</p>
<p>C. KEY IDEAS AND DETAILS – LITERARY ELEMENTS BROAD STANDARD STATEMENT: Infants and toddlers will recognize basic elements of a story</p>	
<p>Infant: Emerging</p>	<p>Emerging</p>
<p>Young Toddler: Emerging</p>	<p>Emerging</p>

<p>Older Toddler: 1.3 OT.C Recognize pictures of familiar characters in a book.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Name characters in the story 	<p>LLD 6a Reading Comprehension: Responds to text 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.</p>
<p>G. INTEGRATION OF KNOWLEDGE AND IDEAS – SOURCES OF INFORMATION BROAD STANDARD STATEMENT: Infants and toddlers will use illustrations as a source of information about a story.</p>	
<p>Infant: Emerging</p>	<p>Emerging</p>
<p>Young Toddler: Emerging</p>	<p>Emerging</p>
<p>Older Toddler: 1.3 OT.G Notice details in illustration or picture.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Describe details about pictures in stories. 	<p>LLD 6a Reading Comprehension: Responds to text 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.</p>
<p>J. VOCABULARY ACQUISITION AND USE BROAD STANDARD STATEMENT: Infants and toddlers will acquire and use an increased amount of vocabulary in everyday speech.</p>	
<p>Infant: 1.3 I.J Use single words to identify family members and familiar objects.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Look at or move toward named person or object. • Repeat sounds initiated by adult. • Use newly acquired vocabulary to name objects. 	<p>LLD 2d Communication: Uses and expands vocabulary LLD 2d.1 Uses sounds and gestures to communicate. LLD 2d.2 Repeats words heard frequently in environment.</p>
<p>Young Toddler: 1.3 YT.J Use new vocabulary in everyday speech.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Ask adults questions to learn names for new objects. 	<p>LLD 2d Communication: Uses and expands vocabulary LLD 2d.2 Repeats words heard frequently in environment. LLD 2d.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.</p>

<ul style="list-style-type: none"> • Use newly acquired vocabulary to name objects. • Understand about 200 words and use about 50 in everyday speech. 	
<p>Older Toddler: 1.3 OT.J Use expanded vocabulary in everyday speech.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Talk about pictures using new vocabulary words or phrases. • Use new vocabulary in the context of dramatic play, daily routines, and classroom conversations. • Begin to use new vocabulary when asking questions or describing situations or objects. • Use prepositions and pronouns. • Understand as many as 900 words and use about 300 in everyday speech. 	<p>LLD 2d Communication: Uses and expands vocabulary LLD 2d.3 Identifies familiar people, places and objects. Asks what a specific person or object is called. LLD 2d.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p>
<p>K. RANGE OF READING BROAD STANDARD STATEMENT: Infants and toddlers will begin to participate in group story times.</p>	
<p>Infant: 1.3 I.K Engage in reading activities.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Gaze, babble, pat, and point at books or photos. • Attend to pictures in a book during lap-reading with an adult. • Purposefully seek out opportunities to engage with books. 	<p>LLD 6a Reading Comprehension: Responds to text LLD 6a.1 Interacts by reaching for or patting when a book is read.</p> <p>LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story LLD 6b.1 Looks at and listens to books read aloud by an adult.</p>
<p>Young Toddler: 1.3 YT.K Actively engage in reading activities for short periods of time.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Listen to and interact with adult. • Point to or frequently turn to favorite parts of a book. • Ask and answer questions about the story being read aloud. • Purposefully seek out opportunities to engage with books. 	<p>LLD 6a Reading Comprehension: Responds to text LLD 6a.2 Chooses and holds a book and looks intently at each page.</p> <p>LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story LLD 6b.2 With prompting, answers “where” questions by pointing to pictures and repeating words from familiar stories.</p>
<p>Older Toddler: 1.3 OT.K Actively engage in small group reading activities.</p>	<p>LLD 6a Reading Comprehension: Responds to text LLD 6a.3 Talks about pictures and ideas in familiar stories. LLD 6a.4 Anticipates what comes next in familiar stories. Expresses</p>

<p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Share prior knowledge about text being read aloud. • Ask and answer questions about text being read aloud. • Respond to comments from other children. • Use ideas gained in group reading, other daily routines, learning centers, and activities. 	<p>likes or dislikes within the story.</p> <p>LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story LLD 6b.3 Identifies the characters and setting in a story. LLD 6b.4 Retells portions of a story using pictures, gestures or props.</p>
1.4 Writing	
<p>M. NARRATIVE BROAD STANDARD STATEMENT: Infants and toddlers will engage in pre-writing by communicating about their illustrations.</p>	
<p>Infant: Emerging</p>	Emerging
<p>Young Toddler: Emerging</p>	Emerging
<p>Older Toddler: 1.4 OT.M Tell a story about a picture.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Tell a real or make-believe story. • Describe the shapes in a drawn picture (e.g., “This is a dog and that is her dog house.”). • Respond when asked “who” or “what” is in the picture. • When prompted, provide details to further support the description of the picture. • Communicate the beginning and end of an event. 	<p>LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.3 Communicates needs, desires and ideas or asks simple questions.</p> <p>LLD 2b Communication: Uses conversational skills LLD 2b.3 Responds on topic for one exchange.</p> <p>LLD 7b Writing: Uses writing to represent meaning LLD 7b.3 Scibbles and draws marks as a representation of an object or person.</p>
<p>R. NARRATIVE – CONVENTIONS OF LANGUAGE BROAD STANDARD STATEMENT: Infants and toddlers will develop pre-writing skills.</p>	
<p>Infant: 1.4 I.R Make marks with writing and drawing tools.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Use a variety of writing tools and surfaces during play. • Engage in tactile experiences. 	<p>LLD 7a Writing: Emergent writing LLD 7a.1 With adult support, makes a mark with a writing tool or other material.</p> <p>LLD 7b Writing: Uses writing to represent meaning LLD 7b.1 Explores various tools used to write.</p>

<ul style="list-style-type: none"> • Imitate adult mark making (e.g., taps out dots on paper after adult models). 	<p>CA 3a Visual Arts: Expresses through 2D and 3D visual art CA 3a.1 Expresses emotions while exploring materials.</p> <p>CA 3b Visual Arts: Develops visual art techniques CA 3b.1 Explores materials using gross motor movements and senses.</p>
<p>Young Toddler: 1.4 YT.R Scribble with writing and drawing tools.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Make marks that appear in random order. • Repeat scribbles. • Choose from a variety of writing tools and surfaces during play. • Engage in tactile experiences creating shapes and other forms. • Create shapes and scribbles from tactile materials. 	<p>LLD 7a Writing: Emergent writing LLD 7a.2 Makes random marks or draws with writing tools.</p> <p>LLD 7b Writing: Uses writing to represent meaning LLD 7b.2 Makes handprints or fingerprints with adults.</p> <p>CA 3a Visual Arts: Expresses through 2D and 3D visual art CA 3a.2 Scribbles, colors or paints intentionally on paper.</p> <p>CA 3b Visual Arts: Develops visual art techniques CA 3b.2 Uses hands and feet to explore a variety of media.</p>
<p>Older Toddler: 1.4 OT.R Intentionally make marks with writing and drawing tools.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Choose from a variety of writing tools and surfaces during play. • Engage in tactile experiences creating letters and other forms. • Scribble lines, circles, zig-zags, or in rows. • Write segments of letter forms (e.g., lines, curves). • Begin to use letter-like forms. • Trace and create letters and other shapes using tactile materials (e.g., sand, sandpaper, glue, foam). 	<p>LLD 7a Writing: Emergent writing LLD 7a.3 Marks or scribbles. Begins to make letter-like forms.</p> <p>LLD 7b Writing: Uses writing to represent meaning LLD 7b.3 Scribbles and draws marks as a representation of an object or person.</p> <p>CA 3a Visual Arts: Expresses through 2D and 3D visual art CA 3a.3 Explores a variety of artistic tools and media.</p> <p>CA 3b Visual Arts: Develops visual art techniques CA 3b.3 Uses materials to create shapes and symbols.</p>
<p>V. CONDUCTING RESEARCH BROAD STANDARD STATEMENT: Infants and toddlers will use sensory exploration and demonstrate a growing interest in the environment to gain information.</p>	
<p>Infant: Emerging</p>	<p>Emerging</p>
<p>Young Toddler:</p>	<p>Emerging</p>

Emerging	
<p>Older Toddler: 1.4 OT.V Ask questions about topics of personal interest to gain information.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Ask about a new toy or object in the classroom (e.g., “How does that work?”). • Ask questions about familiar and unfamiliar people. 	<p>SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.3 Begins to understand how things are connected and asks more complex questions about a familiar environment.</p> <p>SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support.</p>
1.5 Speaking and Listening	
<p>A. COMPREHENSION AND COLLABORATION – COLLABORATIVE DISCUSSION BROAD STANDARD STATEMENT: Infants and toddlers will engage in reciprocal communication.</p>	
<p>Infant: 1.5 I.A Use sounds and gestures as a form of reciprocal communication.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Use verbal and nonverbal language to have needs met. • Use verbal and nonverbal language to show interest in objects and people. • Engage in conversational turn-taking 	<p>LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.1 Uses vocalizations and gestures to communicate.</p> <p>LLD 2b Communication: Uses conversational skills LLD 2b.1 Responds with babbles or sounds with prompting.</p> <p>LLD 2c Communication: Uses sentence structure LLD 2c.1 Makes single sounds.</p> <p>LLD 2d Communication: Uses and expands vocabulary LLD 2d.1 Uses sounds and gestures to communicate.</p>
<p>Young Toddler: 1.5 YT.A Use sounds, gestures, and words as forms of reciprocal communication.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Use verbal and nonverbal language to have needs met. • Use verbal and nonverbal language to show interest in objects and people. • Engage in conversational turn-taking. 	<p>LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.2 Uses a few words, signs or word-like sounds to communicate.</p> <p>LLD 2b Communication: Uses conversational skills LLD 2b.2 Responds to one exchange, but is not on topic.</p> <p>LLD 2c Communication: Uses sentence structure LLD 2c.2 Communicates using one- to two-word sentences.</p>

	LLD 2d Communication: Uses and expands vocabulary LLD 2d.2 Repeats words heard frequently in environment.
<p>Older Toddler:</p> <p>1.5 OT.A Engage in reciprocal conversations and interactions with peers and adults.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Engage in conversational turn-taking. • Pose questions. • Allow wait time before responding. 	<p>LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.3 Communicates needs, desires and ideas or asks simple questions. LLD 2a.4 Uses descriptions and observations to communicate information and answer questions, or asks more complex questions.</p> <p>LLD 2b Communication: Uses conversational skills LLD 2b.3 Responds on topic for one exchange. LLD 2b.4 Stays on topic for two to three exchanges.</p> <p>LLD 2c Communication: Uses sentence structure LLD 2c.3 Communicates using two- to four-word sentences. LLD 2c.4 Communicates in sentences. May not always follow grammatical rules.</p> <p>LLD 2d Communication: Uses and expands vocabulary LLD 2d.3 Identifies familiar people, places and objects. Asks what a specific person or object is called. LLD 2d.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p>
<p>C. COMPREHENSION AND COLLABORATION – EVALUATING INFORMATION</p> <p>BROAD STANDARD STATEMENT: Infants and toddlers will develop receptive language skills.</p>	
<p>Infant:</p> <p>1.5 I.C Respond in ways that indicate understanding of what is being communicated.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Respond to tone of other’s voice. • Connect voice to specific person. • Follow simple direction. • Turn head toward speaker. 	<p>LLD 1a Listening: Understands and interprets language LLD 1a.1 Turns head toward the person speaking.</p> <p>LLD 1b Listening: Follows directions LLD 1b.1 Responds to speaking in environment and imitates actions.</p>
<p>Young Toddler:</p>	<p>LLD 1a Listening: Understands and interprets language</p>

<p>1.5 YT.C Respond to questions, comments, or directions.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Focus attention on speaker and attempt to imitate speech. • Respond to adults' requests showing understanding of what is being asked (e.g., answer a simple question with a nod of head, go to wash hands when asked). • Follow a one-step simple direction 	<p>LLD 1a.2 Shows understanding of a variety of single familiar words. Points at named objects, people or body parts.</p> <p>LLD 1b Listening: Follows directions LLD 1b.2 With prompts and gestures, follows a one-step direction.</p>
<p>Older Toddler:</p> <p>1.5 OT.C Respond to questions, comments, or directions.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Respond to adults' requests showing understanding of what is being asked (e.g., answer a simple question with a nod of head, go to wash hands when asked). • Demonstrate understanding of position words. • Follow two-step directions with reminders. • Respond to a question with an answer or details related to the topic being discussed. 	<p>LLD 1a Listening: Understands and interprets language LLD 1a.3 Shows understanding of a wide variety of phrases and sentences.</p> <p>LLD 1b Listening: Follows directions LLD 1b.3 Follows related two-step directions given verbally.</p>
<p>D/E. PRESENTATION OF KNOWLEDGE AND IDEAS – PURPOSE, AUDIENCE, AND TASK/CONTEXT BROAD STANDARD STATEMENT: Infants and toddlers will develop expressive language skills.</p>	
<p>Infant:</p> <p>1.5 I.D/E Babble and begin to use single words and/or signs.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Change tone to express feelings. • Babble using strings of consonant sounds and sounds and rhythms of native language. • Actively imitate the sounds of speech and/or signs. 	<p>LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.1 Uses vocalizations and gestures to communicate.</p> <p>LLD 2b Communication: Uses conversational skills LLD 2b.1 Responds with babbles or sounds with prompting.</p> <p>LLD 2c Communication: Uses sentence structure LLD 2c.1 Makes single sounds.</p> <p>LLD 2d Communication: Uses and expands vocabulary LLD 2d.1 Uses sounds and gestures to communicate.</p>
<p>Young Toddler:</p> <p>1.5 YT.D/E Use 1–2 words and/or signs to communicate.</p>	<p>LLD 2a Communication: Uses language to express information and ask/answer questions</p>

<p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Use simple words and/or signs to indicate wants or needs. • Use simple gestures. • Use inflection when speaking. • Express thoughts, feelings, and ideas. • Talk about stories, experiences and interests 	<p>LLD 2a.2 Uses a few words, signs or word-like sounds to communicate.</p> <p>LLD 2b Communication: Uses conversational skills LLD 2b.2 Responds to one exchange, but is not on topic.</p> <p>LLD 2c Communication: Uses sentence structure LLD 2c.2 Communicates using one- to two-word sentences.</p> <p>LLD 2d Communication: Uses and expands vocabulary LLD 2d.2 Repeats words heard frequently in environment.</p>
<p>Older Toddler: 1.5 OT.D/E Use simple sentences, communicating clearly enough to be understood by familiar adults.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Express thoughts, feelings, and ideas. • Talk about stories, experiences, and interests. • Use appropriate volume to be heard by group, paying attention to inside and outside voices. • Use pronouns more frequently. • Use inflection when speaking 	<p>LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.3 Communicates needs, desires and ideas or asks simple questions. LLD 2a.4 Uses descriptions and observations to communicate information and answer questions, or asks more complex questions.</p> <p>LLD 2b Communication: Uses conversational skills LLD 2b.3 Responds on topic for one exchange. LLD 2b.4 Stays on topic for two to three exchanges.</p> <p>LLD 2c Communication: Uses sentence structure LLD 2c.3 Communicates using two- to four-word sentences. LLD 2c.4 Communicates in sentences. May not always follow grammatical rules.</p> <p>LLD 2d Communication: Uses and expands vocabulary LLD 2d.3 Identifies familiar people, places and objects. Asks what a specific person or object is called. LLD 2d.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p>
<p>G. CONVENTIONS OF STANDARD ENGLISH BROAD STANDARD STATEMENT: Infants and toddlers demonstrate command of the conventions of standard English when speaking.</p>	
<p>Infant: Emerging</p>	<p>Emerging</p>
<p>Young Toddler:</p>	<p>Emerging</p>

Emerging	
<p>Older Toddler: 1.5 OT.G Demonstrate command of the conventions of standard English when speaking, based on Older Toddler development.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Speak in simple sentences. • Use pronouns for self. • May omit some words or use some words incorrectly (e.g., “Mommy goed to work,” “I want banana.”). • End words in “s” to indicate plural (e.g., trucks, mice). • Begin to use prepositions. 	<p>LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.3 Communicates needs, desires and ideas or asks simple questions. LLD 2a.4 Uses descriptions and observations to communicate information and answer questions, or asks more complex questions.</p> <p>LLD 2b Communication: Uses conversational skills LLD 2b.3 Responds on topic for one exchange. LLD 2b.4 Stays on topic for two to three exchanges.</p> <p>LLD 2c Communication: Uses sentence structure LLD 2c.3 Communicates using two- to four-word sentences. LLD 2c.4 Communicates in sentences. May not always follow grammatical rules.</p> <p>LLD 2d Communication: Uses and expands vocabulary LLD 2d.3 Identifies familiar people, places and objects. Asks what a specific person or object is called. LLD 2d.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p>

MATHEMATICAL THINKING AND EXPRESSION: EXPLORING, PROCESSING, AND PROBLEM-SOLVING	
2.1 Numbers and Operations	
<p>A.1. COUNTING AND CARDINALITY – CARDINALITY BROAD STANDARD STATEMENT: Infants and toddlers will demonstrate increased understanding of numbers and rote counting.</p>	
<p>Infant: 2.1 I.A.1 Explore objects.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Stack and unstack objects. 	<p>M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers M 1c.1 Points to objects.</p> <p>M 1d Number Sense: Number quantities and comparison</p>

<ul style="list-style-type: none"> • Dump and fill objects into and out of containers. • Repeat sound patterns (e.g., repeatedly beat on drums, clap hands). 	M 1d.1 Looks for an object that is taken out of sight.
<p>Young Toddler: 2.1 YT.A.1 Imitate rote counting using some names of numbers.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Attempt to count, not always in the correct order. 	<p>M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers M 1c.2 Uses one-to-one correspondence to match objects or pictures. [1]</p> <p>M 1d Number Sense: Number quantities and comparison M 1d.2 Recognizes amounts up to two without counting.</p>
<p>Older Toddler: 2.1 OT.A.1 Know some number names and the count sequence.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Rote count to 5. • Recognize some numerals (e.g., notice numerals in the environment and names some of them, point to a numeral when asked). • Engage in experiences related to numbers (e.g., counting songs, finger plays, reading number books). 	<p>M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers M 1c.3 Points to one object at a time while counting up to five.</p> <p>M 1d Number Sense: Number quantities and comparison M 1d.3 Recognizes amounts up to three without counting.</p>
<p>A.2. COUNTING AND CARDINALITY – COUNTING BROAD STANDARD STATEMENT: Infants and toddlers will develop an increasing ability to count to tell the number of objects.</p>	
<p>Infant: Emerging</p>	Emerging
<p>Young Toddler: Emerging</p>	Emerging
<p>Older Toddler: 2.1 OT.A.2 Count to tell the number of objects.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Subitize (visually quantify) to determine how many; attach a numeric value to a set of objects without counting up to 3. • Practice one-to-one correspondence (e.g., setting out snack, counting children, matching objects). • Verbalize how many objects they have. • Use counting and numbers as part of play and as a means for 	<p>M 1a Number Sense: Verbally counts numbers M 1a.3 Verbally counts to five.</p> <p>M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers M 1c.3 Points to one object at a time while counting up to five.</p> <p>M 1d Number Sense: Number quantities and comparison M 1d.3 Recognizes amounts up to three without counting.</p>

determining quantity.	
A.3. COUNTING AND CARDINALITY – COMPARING BROAD STANDARD STATEMENT: Infants and toddlers will develop an increasing understanding of comparisons between objects.	
<p>Infant: 2.1 I.A.3 Explore relationships between objects.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Stack and unstack objects. • Dump and fill objects into and out of containers. • Place objects inside of other objects. 	<p>M 1d Number Sense: Number quantities and comparison M 1d.1 Looks for an object that is taken out of sight.</p> <p>M 4b Measurement: Compares and orders M 4b.1 Picks up and puts down objects.</p>
<p>Young Toddler: 2.1 YT.A.3 Explore simple comparisons of quantity.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Ask for “more.” • Notice differences in size (e.g., big, small). • Indicate when something is gone. • Participate in comparison activities. 	<p>M 1d Number Sense: Number quantities and comparison M 1d.2 Recognizes amounts up to two without counting.</p> <p>M 4b Measurement: Compares and orders M 4b.2 Places objects in a row in any order.</p>
<p>Older Toddler: 2.1 OT.A.3 Use comparative language to show understanding of more or less.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Recognize who has more than another. • Use terms like “more,” “less,” “bigger than,” “smaller than,” “the same.” • Identify groups of more or less. 	<p>M 1d Number Sense: Number quantities and comparison M 1d.3 Recognizes amounts up to three without counting.</p> <p>M 4b Measurement: Compares and orders M 4b.3 Compares and orders two to three objects. Identifies the first object. M 4b.4 Compares and orders up to five objects. Describes order using words like first, second and third.</p>
MP. COUNTING AND CARDINALITY – MATHEMATICAL PROCESSES BROAD STANDARD STATEMENT: Infants and toddlers will demonstrate an increased ability to use mathematical processes when quantifying, comparing, and representing numbers.	
<p>Infant: 2.1 I.MP Engage in numerical play.</p>	<p>M 1a Number Sense: Verbally counts numbers M 1a.1 Listens to counting songs and chants.</p>

<p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Stack and unstack objects. • Dump and fill objects into and out of containers. • Place objects inside of other objects. • Engage in experiences related to numbers (e.g., counting songs, finger plays, reading number books). 	<p>M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers M 1c.1 Points to objects.</p> <p>M 2a Spatial Awareness: Understands how objects move in space. M 2a.1 Tries to put one object inside another.</p>
<p>Young Toddler: 2.1 YT.MP Engage and persist in numerical play.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Stack and unstack objects. • Dump and fill objects into and out of containers. • Place objects inside of other objects. • Engage in experiences related to numbers (e.g., counting songs, finger plays, reading number books). 	<p>M 1a Number Sense: Verbally counts numbers M 1a.2 Names random numbers with no sequence. Sings rote counting songs, but without understanding of number order.</p> <p>M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers M 1c.2 Uses one-to-one correspondence to match objects or pictures. [1]</p> <p>M 2a Spatial Awareness: Understands how objects move in space. M 2a.2 Purposely manipulates objects, such as turning or spinning them, to discover how things move or fit into a space.</p>
<p>Older Toddler: 2.1 OT.MP Use mathematical processes when quantifying, comparing, and representing numbers.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Engage in numerical play. • Persist in numerical play (Reference AL.2 OT.C). • When prompted, communicate thinking while engaged in numerical play. • Talk and listen to peers during numerical play. • Use simple forms of numerical representations (e.g., pictures, objects, fingers). 	<p>M 1a Number Sense: Verbally counts numbers M 1a.3 Verbally counts to five.</p> <p>M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers M 1c.3 Points to one object at a time while counting up to five.</p> <p>M 2a Spatial Awareness: Understands how objects move in space. M 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>2.2 Algebraic Concepts</p>	
<p>A.1. OPERATIONS AND ALGEBRAIC THINKING BROAD STANDARD STATEMENT: Infants and toddlers will engage in simple addition and subtraction experiences.</p>	

<p>Infant: Emerging</p>	<p>Emerging</p>
<p>Young Toddler: 2.2 YT.A.1 Sort manipulatives into sets.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Group like objects into sets. • Engage in experiences related to adding and subtracting (e.g., songs, finger plays, books). 	<p>M 1e Number Sense: Addition and subtraction M 1e.1 Watches an adult add or take away toys. M 1e.2 Adds to and removes objects from a group as prompted.</p> <p>M 6 Classification: Sorts and graphs M 6.1 Notices when two objects are similar in some way. M 6.2 Creates groups of objects by common characteristics but may be mixed or inconsistent.</p>
<p>Older Toddler: 2.2 OT.A.1 Add to and take apart sets.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Group like objects into sets. • Engage in experiences related to adding and subtracting (e.g., songs, finger plays, books). • Use vocabulary that includes subtraction or addition concepts (e.g., “I need one more.” “They’re all gone.”). 	<p>M 1e Number Sense: Addition and subtraction M 1e.3 Adds and subtracts by adding or removing objects and demonstrating understanding of the total up to three. M 1e.4 Adds and subtracts by adding to a removing objects and recounting to find the total up to five.</p> <p>M 6 Classification: Sorts and graphs M 6.3 Sorts objects by one feature. [2] M 6.4 After sorting objects by one feature, sorts again by a different feature. [3]</p>
<p>2.3 Geometry</p>	
<p>A.1. GEOMETRY – IDENTIFICATION BROAD STANDARD STATEMENT: Infants and toddlers will demonstrate an increased ability to identify basic shapes.</p>	
<p>Infant: 2.3 I.A.1 Explore objects of different sizes and shapes.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Explore similarities and differences in the shape of objects. • Explore puzzles with assistance. • Stack and build with various shaped and sized blocks. • Manipulate various shapes. • Explore the ways that shapes and objects fit together. 	<p>M 3 Shapes: Identifies shapes and their characteristics M 3.1 Manipulates objects that are a variety of shapes.</p>
<p>Young Toddler: 2.3 YT.A.1 Match identical shapes.</p>	<p>M 3 Shapes: Identifies shapes and their characteristics M 3.2 Matches two identical shapes.</p>

<p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Put together simple puzzles with assistance. • Place shapes in shape sorter. 	
<p>Older Toddler: 2.3 OT.A.1 Recognize and identify basic shapes in the environment.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Describe objects in the environment and name shapes. • Complete simple puzzles. • Manipulate objects of various shape and size. 	<p>M 3 Shapes: Identifies shapes and their characteristics M 3.3 Identifies one to three two-dimensional shapes.</p>
<p>A.2. GEOMETRY – APPLICATION BROAD STANDARD STATEMENT: Infants and toddlers will create and compose simple shapes.</p>	
<p>Infant: Emerging</p>	<p>Emerging</p>
<p>Young Toddler: Emerging</p>	<p>Emerging</p>
<p>Older Toddler: 2.3 OT.A.2 Create and compose simple shapes.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Use simple shapes in drawing. • Use 3-D materials to represent simple shapes. • Use fingers or body to represent shapes when asked. 	<p>M 3 Shapes: Identifies shapes and their characteristics M 3.3 Identifies one to three two-dimensional shapes.</p> <p>CA 3b Visual Arts: Develops visual art techniques CA 3b.3 Uses materials to create shapes and symbols.</p>
<p>MP. GEOMETRY – MATHEMATICAL PROCESSES BROAD STANDARD STATEMENT: Infants and toddlers will demonstrate an increased ability to use mathematical processes when engaged in geometric play.</p>	
<p>Infant: 2.3 I.MP Engage in geometric play.</p> <p><i>The learner will:</i></p>	<p>M 2a Spatial Awareness: Understands how objects move in space. M 2a.1 Tries to put one object inside another.</p> <p>M 2b Spatial Awareness: Determines object location</p>

<ul style="list-style-type: none"> • Explore similarities and differences in the shape of objects. • Explore puzzles with assistance. • Stack and build with various shaped and sized blocks. • Manipulate various shapes. • Explore the ways that shapes and objects fit together. 	<p>M 2b.1 Participates as caregiver raises arms or legs and says up/down.</p> <p>M 3 Shapes: Identifies shapes and their characteristics M 3.1 Manipulates objects that are a variety of shapes.</p>
<p>Young Toddler: 2.3 YT.MP Engage and persist in geometric play.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Put together simple puzzles with assistance. • Place shapes in shape sorter. 	<p>M 2a Spatial Awareness: Understands how objects move in space. M 2a.2 Purposely manipulates objects, such as turning or spinning them, to discover how things move or fit into a space.</p> <p>M 2b Spatial Awareness: Determines object location M 2b.2 Follows simple positional directions such as on/off, over/under and up/down.</p> <p>M 3 Shapes: Identifies shapes and their characteristics M 3.2 Matches two identical shapes.</p>
<p>Older Toddler: 2.3 OT.MP Use mathematical processes when creating and composing shapes.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Describe objects in the environment and name shapes. • Complete simple puzzles. • Manipulate objects of various shapes and sizes. • Persist in geometric play (Reference AL.2 OT.C). • Engage in geometric play. • Problem-solve during geometric play (Reference AL.4 OT.C). • When prompted, communicate thinking while engaged in numerical play. • Talk and listen to peers during numerical play 	<p>M 2a Spatial Awareness: Understands how objects move in space. M 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>M 2b Spatial Awareness: Determines object location M 2b.3 Finds or places objects next to, between, in front of or behind self.</p> <p>M 3 Shapes: Identifies shapes and their characteristics M 3.3 Identifies one to three two-dimensional shapes.</p> <p>Note: Reference AL.2 OT.C, Reference AL.4 OT.C</p>
2.4 Measurement, Data, and Probability	
<p>A.1. MEASUREMENT AND DATA – MEASUREMENT BROAD STANDARD STATEMENT: Infants and toddlers will explore basic measurable attributes of everyday objects.</p>	
<p>Infant: Emerging</p>	<p>Emerging</p>

<p>Young Toddler: 2.4 YT.A.1 Engage in measurement experiences.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Begin to use size words. • Explore objects to determine size. • Explore measuring tools. • Fills and empties containers in the water table. 	<p>LLD 2d Communication: Uses and expands vocabulary LLD 2d.1 Uses sounds and gestures to communicate. LLD 2d.2 Repeats words heard frequently in environment.</p> <p>M 4a Measurement: Measures and estimates M 4a.1 Recognizes when to use whole hand or just two fingers to pick up an object. M 4a.2 Explores size and weight of objects in relation to self.</p> <p>M 4b Measurement: Compares and orders M 4b.1 Picks up and puts down objects. M 4b.2 Places objects in a row in any order.</p>
<p>Older Toddler: 2.4 OT.A.1 Use basic measurement vocabulary.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Use size words (e.g., many, big, and little). • Compare sizes of objects. • Explore objects to determine size. • Explore measuring tools. • Measure objects with adult assistance. • Begin to use nonstandard (e.g., hand, shoe, yarn, block) or standard tools to measure objects. 	<p>LLD 2d Communication: Uses and expands vocabulary LLD 2d.3 Identifies familiar people, places and objects. Asks what a specific person or object is called. LLD 2d.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p> <p>M 4a Measurement: Measures and estimates M 4a.3 Determines which object is bigger when given two to three objects. M 4a.4 Identifies that things can be measured and uses nonstandard measurement tools. Uses measurement vocabulary such as weight, length or volume.</p> <p>M 4b Measurement: Compares and orders M 4b.3 Compares and orders two to three objects. Identifies the first object. M 4b.4 Compares and orders up to five objects. Describes order using words like first, second and third.</p>
<p>A.4. MEASUREMENT AND DATA – DATA BROAD STANDARD STATEMENT: Infants and toddlers will demonstrate an increased ability to classify and organize data.</p>	
<p>Infant: Emerging</p>	<p>Emerging</p>
<p>Young Toddler: 2.4 YT.A.4 Participate in sorting objects.</p>	<p>M 6 Classification: Sorts and graphs M 6.1 Notices when two objects are similar in some way.</p>

<p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Put similar objects into piles. • Begin to sort objects by size or shape (e.g., beads, blocks, counting bears) with teacher support. 	<p>M 6.2 Creates groups of objects by common characteristics but may be mixed or inconsistent.</p>
<p>Older Toddler: 2.4 OT.A.4 Classify objects and count the number of objects in each category.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Sort objects by one attribute (e.g., color, size, shape). • Classify up to five objects using one attribute into categories. • Count the number of objects in each category and with adult assistance display the number of objects in each category. 	<p>M 6 Classification: Sorts and graphs M 6.3 Sorts objects by one feature. [2] M 6.4 After sorting objects by one feature, sorts again by a different feature. [3]</p>
<p>MP. MEASUREMENT AND DATA – MATHEMATICAL PROCESSES BROAD STANDARD STATEMENT: Infants and toddlers will demonstrate an increased ability to engage in and communicate about measuring, representing, organizing, and understanding data.</p>	
<p>Infant: Emerging</p>	<p>Emerging</p>
<p>Young Toddler: 2.4 YT.MP Engage and persist when measuring and sorting objects.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Begin to use size words. • Explore objects to determine size. • Explore measuring tools. • Fills and empties containers in the water table. • Put similar objects into piles. • Begin to sort objects by size or shape (e.g., beads, blocks, counting bears) with teacher support. 	<p>M 4a Measurement: Measures and estimates M 4a.1 Recognizes when to use whole hand or just two fingers to pick up an object. M 4a.2 Explores size and weight of objects in relation to self.</p> <p>M 4b Measurement: Compares and orders M 4b.1 Picks up and puts down objects. M 4b.2 Places objects in a row in any order.</p> <p>M 6 Classification: Sorts and graphs M 6.1 Notices when two objects are similar in some way. M 6.2 Creates groups of objects by common characteristics but may be mixed or inconsistent.</p>
<p>Older Toddler: 2.4 OT.MP Use mathematical processes when measuring and</p>	<p>M 4a Measurement: Measures and estimates M 4a.3 Determines which object is bigger when given two to three</p>

<p>organizing data.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Engage in measurement activities. • Engage in activities that include organizing data. • Persist in measurement activities (Reference AL.2 OT.C). • Persist in activities that include organizing data (Reference AL.2 OT.C). • Problem-solve during measurement activities (Reference AL.4 OT.C). • Problem-solve in activities that include organizing data (Reference AL.4 OT.C). • When prompted, communicate thinking while engaged in measurement activities and organizing. • Talk and listen to peers. 	<p>objects.</p> <p>M 4a.4 Identifies that things can be measured and uses nonstandard measurement tools. Uses measurement vocabulary such as weight, length or volume.</p> <p>M 4b Measurement: Compares and orders</p> <p>M 4b.3 Compares and orders two to three objects. Identifies the first object.</p> <p>M 4b.4 Compares and orders up to five objects. Describes order using words like first, second and third.</p> <p>M 6 Classification: Sorts and graphs</p> <p>M 6.3 Sorts objects by one feature. [2]</p> <p>M 6.4 After sorting objects by one feature, sorts again by a different feature. [3]</p>
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SCIENTIFIC THINKING AND TECHNOLOGY: EXPLORING, SCIENTIFIC INQUIRY, AND DISCOVERY	
3.1 Life Science	
<p>ORGANIZATION FOR MATTER AND ENERGY FLOW IN ORGANISMS</p> <p>BROAD STANDARD STATEMENT: Infants and toddlers will explore basic measurable attributes of everyday objects.</p>	
<p>Infant:</p> <p>3.1 I.A: Participate in simple investigations of living and nonliving things.</p> <p>There are differences between living and non-living things.</p> <p>The characteristics of living things can be observed and studied.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Use senses to explore living and nonliving things. • Show interest in the natural world. • Observe basic care of plants and animals. • Explore parts of living things. 	<p>SCI 1a Investigation & Inquiry: Asks questions and makes predictions.</p> <p>SCI 1a.1 Looks for a person or toy that has moved out of sight.</p> <p>SCI 1b Investigation & Inquiry: Observes, describes and records</p> <p>SCI 1b.1 Uses senses to explore environment.</p> <p>SCI 2a Natural & Earth Science: Understanding living and nonliving things.</p> <p>SCI 2a.1 Explores immediate environment using senses.</p>

<p>Young Toddler:</p> <p>3.1 YT.A: Participate in simple investigations of living and nonliving things. There are differences between living and non-living things. The characteristics of living things can be observed and studied. All living things have basic needs that allow them to live and grow.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Use senses and simple equipment to explore living and non-living things. • Show interest in and respond to plants, animals, and people in the environment. • Engage in basic care of plants and animals. • Explore parts of living things. • Point to basic body parts when asked. • Participate in simple body parts games (e.g., Head, Shoulder, Knees and Toes). • Point to and match basic parts of plants and animals (e.g., flower, leaf, and tail). 	<p>SED 1a Self-Awareness: Knows self and expresses confidence SED 1a.3 Name self and name basic body parts.</p> <p>SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.2 Asks simple questions about a familiar environment through words or gestures.</p> <p>SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.1 Uses senses to explore environment. SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect.</p> <p>SCI 2a Natural & Earth Science: Understanding living and nonliving things. SCI 2a.1 Explores immediate environment using senses. SCI 2a.2 Plays with natural materials and reacts to animals or plants in the immediate environment.</p>
<p>Older Toddler</p> <p>3.1 OT.A: Participate in simple investigations of living and nonliving things to answer a question. There are differences between living and non-living things. The characteristics of living things can be observed and studied. All living things have basic needs that allow them to live and grow.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Use senses and simple equipment to gather data about living and nonliving things. • Asks questions about living and nonliving things. • Use technology (e.g., magnifying glass, digital camera, light table) to observe and describe objects. • Identify the external characteristics of living and non-living things (e.g., size, shape, color, and texture). • Engage in basic care of plants and animals. • Communicate that living things need food and water to survive. • Ask questions about plants and animals growing and changing. • Observe and document the growth of a living thing through scribbles, drawings, and/or photos. 	<p>SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.3 Begins to understand how things are connected and asks more complex questions about a familiar environment.</p> <p>SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support.</p> <p>SCI 2a Natural & Earth Science: Understanding living and nonliving things. SCI 2a.3 Identifies familiar natural materials, animals or plants and groups them by common characteristics.</p>

<ul style="list-style-type: none"> • Describe changes in people and animals over time (e.g., losing teeth, bean sprouting). • Point to basic body parts when asked. • Participate in simple body parts games (e.g., Head, Shoulder, Knees and Toes). • Name basic parts of plants and animals (e.g., flower, leaf, and tail). • Include basic parts (e.g., head, flower) in drawings of people, animals, or plants. • Talk about changes that occur in animals during the seasons. 	
<p>3.1 OT.A: Participate in simple investigations of living and nonliving things to answer a question. Plants and animals grow and change.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Ask questions about plants and animals growing and changing. • Observe and document the growth of a living thing through scribbles, drawings, and/or photos. • Describe changes in people and animals over time (e.g., losing teeth, growing out of clothing, beans sprouting). • Care for plants and animals in the classroom. 	<p>SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.3 Begins to understand how things are connected and asks more complex questions about a familiar environment.</p> <p>SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support.</p> <p>SCI 2a Natural & Earth Science: Understanding living and nonliving things. SCI 2a.3 Identifies familiar natural materials, animals or plants and groups them by common characteristics.</p>
<p>3.2 Physical Science</p>	
<p>STRUCTURE AND PROPERTIES OF MATTER BROAD STANDARD STATEMENT: Participate in simple investigations to explore objects with varying characteristics.</p>	
<p>Infant 3.2 I.A: Participate in simple investigations to explore objects with varying characteristics. Different kinds of matter exist, and matter can be described and classified by its observable properties.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Use senses to explore objects. • Explore objects of varying sizes, shapes, textures, and colors. • Engage with objects to learn about their characteristics. 	<p>SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.1 Looks for a person or toy that has moved out of sight.</p> <p>SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.1 Uses senses to explore environment.</p> <p>SCI 3a Physical Science: Explores forces and motion SCI 3a.1 Kicks feet or shakes arms to make other objects move.</p>

	<p>SCI 3b Physical Science: Explores the physical properties of materials SCI 3b.1 Uses senses to explore objects in an immediate environment.</p>
<p>3.2 I.A: Participate in simple investigations to explore objects with varying characteristics. Matter can change.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Observe an adult combining materials to make a new substance (e.g., cooking, making volcano, mixing paint colors). • Observe differences in water (e.g., ice cube or snow melting and freezing). • Observe changes in solid materials (e.g., crayon melting). • Engage with adult provided materials. 	<p>SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.1 Looks for a person or toy that has moved out of sight.</p> <p>SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.1 Uses senses to explore environment.</p> <p>SCI 3a Physical Science: Explores forces and motion SCI 3a.1 Kicks feet or shakes arms to make other objects move.</p> <p>SCI 3b Physical Science: Explores the physical properties of materials SCI 3b.1 Uses senses to explore objects in an immediate environment.</p>
<p>Young Toddler</p> <p>3.2 Y.T.A: Participate in simple investigations to engage with objects to learn about their characteristics. Different kinds of matter exist, and matter can be described and classified by its observable properties.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Use senses and simple equipment to explore objects. • Explore objects of varying sizes, shapes, textures, and colors. • Participate in teacher-led exploration of matter (e.g., water and sensory play, explore novel objects introduced into classroom). • Engage with adult-provided materials. 	<p>SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.2 Asks simple questions about a familiar environment through words or gestures.</p> <p>SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect.</p> <p>SCI 3a Physical Science: Explores forces and motion SCI 3a.2 Uses body to push or pull toys.</p> <p>SCI 3b Physical Science: Explores the physical properties of materials SCI 3b.2 Reacts to changes in texture, temperature, smell, sound or sight.</p>
<p>3.2 Y.T.A: Participate in simple investigations to engage with objects to learn about their characteristics.</p>	<p>SCI 1a Investigation & Inquiry: Asks questions and makes predictions.</p>

<p>Matter can change.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Engage in activities involving changes in matter. • Combine materials to make a new substance (e.g., mix paint color, mix water and soil). • Participate in teacher-led cooking activities. • Observe differences in water (e.g., an ice cube or snow melting and freezing). • Observe changes in solid materials (e.g., crayon melting). 	<p>SCI 1a.2 Asks simple questions about a familiar environment through words or gestures.</p> <p>SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect.</p> <p>SCI 3a Physical Science: Explores forces and motion SCI 3a.2 Uses body to push or pull toys.</p> <p>SCI 3b Physical Science: Explores the physical properties of materials SCI 3b.2 Reacts to changes in texture, temperature, smell, sound or sight.</p>
<p>Older Toddler:</p> <p>3.2 OT.A: Participate in simple investigations to engage with objects to learn about and discuss their characteristics. Different kinds of matter exist, and matter can be described and classified by its observable properties.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Use senses and simple equipment to explore objects. • Explore objects of varying sizes, shapes, textures, and colors. • Participate in teacher-led exploration of matter (e.g., water and sensory play, explore novel objects introduced into classroom). • Engage with adult-provided materials. • Collect and sort objects according to characteristics. • Ask questions about matter. • Use the five senses and simple equipment to gather data. • Describe observations. • Describe objects by their characteristics 	<p>M 6 Classification: Sorts and graphs M 6.3 Sorts objects by one feature. [2]</p> <p>SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.3 Begins to understand how things are connected and asks more complex questions about a familiar environment.</p> <p>SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support.</p> <p>SCI 3a Physical Science: Explores forces and motion SCI 3a.3 Explores motion by moving, rolling, blowing on or dropping a toy.</p> <p>SCI 3b Physical Science: Explores the physical properties of materials SCI 3b.3 Begins to name colors.</p>
<p>3.2 OT.A: Participate in simple investigations to engage with objects to learn about and discuss their characteristics. Matter can change.</p>	<p>M 6 Classification: Sorts and graphs M 6.3 Sorts objects by one feature. [2]</p> <p>SCI 1a Investigation & Inquiry: Asks questions and makes</p>

<p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Combine materials to make a new substance (e.g., mix paint color, mix water and soil) and describe the result. • Point out when a change in matter occurs. • Discuss changes in water (e.g., an ice cube or snow melting and freezing). • Discuss changes in solid materials (e.g., crayon melting). • Describe changes in food substances during cooking. 	<p>predictions. SCI 1a.3 Begins to understand how things are connected and asks more complex questions about a familiar environment.</p> <p>SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support.</p> <p>SCI 3a Physical Science: Explores forces and motion SCI 3a.3 Explores motion by moving, rolling, blowing on or dropping a toy.</p> <p>SCI 3b Physical Science: Explores the physical properties of materials SCI 3b.3 Begins to name colors.</p>
<p>FORCES AND MOTION BROAD STANDARD STATEMENT: Participate in simple investigations to explore the motion of objects.</p>	
<p>Infant: 3.2 I.B.1: Participate in simple investigations to explore the motion of objects. Objects can be moved by external forces.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Recognize that objects can be moved. • Act upon objects to make them move in various ways. • Participate in teacher-led activities involving moving objects. • Use senses to explore the motion of objects. • Explore the motion of objects with varying size, shape, and weights. 	<p>SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.1 Looks for a person or toy that has moved out of sight.</p> <p>SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.1 Uses senses to explore environment.</p> <p>SCI 3a Physical Science: Explores forces and motion SCI 3a.1 Kicks feet or shakes arms to make other objects move.</p>
<p>Young Toddler: 3.2 YT.B.1: Participate in simple investigations to recognize and explore how objects move. Objects can be moved by external forces.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Recognize that objects can be moved. • Act upon objects to make them move in various ways. 	<p>SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.2 Asks simple questions about a familiar environment through words or gestures.</p> <p>SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect.</p>

<ul style="list-style-type: none"> • Participate in teacher-led activities involving moving objects. • Use senses to explore the motion of objects. • Explore the motion of objects with varying size, shape, and weights. 	<p>SCI 3a Physical Science: Explores forces and motion SCI 3a.2 Uses body to push or pull toys.</p>
<p>Older Toddler: 3.2 OT.B.1: Participate in simple investigations to recognize, explore, and communicate about how objects move. Pushing or pulling on an object can change the speed or direction of its motion and can start or stop it.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Communicate about the motion of objects during play. • Recognize that objects can be moved by pushing or pulling. • Act upon objects to make them move in various ways. • Participate in teacher-led activities involving objects. • Use words related to motion (e.g., push, pull, fast, slow, start, stop). • Participate in discussions about the motion of objects. • Use senses to explore the motion of objects. • Push or pull objects with varying size, shape, and weights. 	<p>SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.3 Begins to understand how things are connected and asks more complex questions about a familiar environment. SCI 1a.4 When given a question, guesses a possible answer or outcome.</p> <p>SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support. SCI 1b.4 Observes and uses prior knowledge to describe and record a scientific phenomenon with teacher prompting.</p> <p>SCI 3a Physical Science: Explores forces and motion SCI 3a.3 Explores motion by moving, rolling, blowing on or dropping a toy. SCI 3a.4 Explains how vehicles, animals and people move.</p>
3.3 Earth and Space Science	
<p>EARTH MATERIALS AND SYSTEMS BROAD STANDARD STATEMENT: Participate in simple investigations of earth materials.</p>	
<p>Infant: 3.3 I.A: Participate in simple investigations of earth materials. The earth consists of different types of materials.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Use senses and simple tools to explore earth materials. • Explore a variety of earth materials (e.g., large rocks, soil, wood, minerals, water). • Participate in teacher-led activities (e.g., sorting rocks, mixing water and soil, watering plants, washing hands). 	<p>SCI 2a Natural & Earth Science: Understanding living and nonliving things. SCI 2a.1 Explores immediate environment using senses.</p> <p>SCI 4 Technology: Uses tools and technology to perform tasks SCI 4.1 Explores simple toys.</p>
Young Toddler:	SCI 2a Natural & Earth Science: Understanding living and

<p>3.3 Y.T.A: Participate in simple investigations of earth materials. The earth consists of different types of materials.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Use senses and simple tools to explore earth materials. • Explore a variety of earth materials (e.g., large rocks, soil, wood, minerals, water). • Participate in teacher-led activities (e.g., sorting rocks, mixing water and soil, watering plants, washing hands). 	<p>nonliving things. SCI 2a.2 Plays with natural materials and reacts to animals or plants in the immediate environment.</p> <p>SCI 4 Technology: Uses tools and technology to perform tasks SCI 4.2 Begins to use simple toys purposefully.</p>
<p>Older Toddler:</p> <p>3.3 O.T.A: Participate in simple investigations of earth materials. The earth consists of different types of materials.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Use senses and simple tools to explore earth materials. • Explore a variety of earth materials (e.g., large rocks, soil, wood, minerals, water). • Participate in teacher-led activities (e.g., sorting rocks, mixing water and soil, gardening). • Use simple scientific vocabulary to label earth materials (e.g., rock, stone, soil, dirt). • Answer questions about observations of earth materials. • Participate in teacher-led activities (e.g., watering plants; filling fish tank; washing hands, sponges, and water). • Use simple scientific vocabulary to label water (e.g., wet, sink, float, warm, cold) 	<p>SCI 2a Natural & Earth Science: Understanding living and nonliving things. SCI 2a.3 Identifies familiar natural materials, animals or plants and groups them by common characteristics.</p> <p>SCI 4 Technology: Uses tools and technology to perform tasks SCI 4.3 Explores movable parts on toys.</p>
<p>WEATHER AND CLIMATE BROAD STANDARD STATEMENT: Observe weather conditions.</p>	
<p>Infant:</p> <p>3.3 I.B: Observe weather conditions. Weather conditions change and can affect daily life.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Respond to weather (e.g., point to or move to window when raining or snowing). • Use senses to observe weather conditions. 	<p>SCI 2b Natural & Earth Science: Demonstrates knowledge of Earth's environment SCI 2b.1 Reacts to weather changes in immediate environment.</p>
<p>Young Toddler:</p>	<p>SCI 2b Natural & Earth Science: Demonstrates knowledge of</p>

<p>3.3 YT.B: Observe and begin to label weather conditions. Weather conditions change and can affect daily life.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Respond to weather (e.g., point to or move to window when raining or snowing, notice puddles). • Use senses to observe weather conditions. • Use simple words or signs to label weather (e.g., sun, snow, rain, cloud). 	<p>Earth's environment</p> <p>SCI 2b.2 Points to and notices natural elements, such as clouds, rain and wind.</p>
<p>Older Toddler:</p> <p>3.3 OT.B: Describe changes in weather conditions and discuss how weather affects daily life.</p> <p>3.3 OT.A.2 Seasons correspond with observable conditions and weather affects daily life.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Respond to weather (e.g., point to or move to window when raining or snowing, notice puddles). • Use senses to observe weather conditions. • Use words or signs to label weather (e.g., sun, snow, rain, cloud). • Name the four seasons and an observable condition for that season (e.g., falling leaves, snow, rain, buds on trees or green grass). • Match types of clothing or activities to seasonal weather conditions (e.g., we use an umbrella when it is raining; we wear coats, hats, scarves, and mittens when it's cold outside). 	<p>SCI 2b Natural & Earth Science: Demonstrates knowledge of Earth's environment</p> <p>SCI 2b.3 Recognizes day and night. Notices changes in temperature and weather.</p> <p>SCI 2b.4 Identifies the climate and weather in the immediate environment and describes ways to care for the natural world.</p>
3.4 Environmental Literacy and Sustainability	
<p>SUSTAINABILITY AND STEWARDSHIP ENVIRONMENTAL SUSTAINABILITY</p> <p>BROAD STANDARD STATEMENT: Infants and toddlers will demonstrate a basic understanding of human impact on the local environment.</p>	
<p>Infant:</p> <p>Emerging</p>	Emerging
<p>Young Toddler:</p> <p>3.4 YT.D: Engage in activities that reduce the impact of humans on the local environment.</p>	<p>SCI 2a Natural & Earth Science: Understanding living and nonliving things.</p> <p>SCI 2a.2 Plays with natural materials and reacts to animals or plants in</p>

<p>Human activity impacts the local environment.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Imitate the disposing of waste. 	<p>the immediate environment.</p>
<p>Older Toddler:</p> <p>3.4 OT.D: Engage in activities that reduce the impact of humans on the local environment.</p> <p>Human activity impacts the local environment.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Participate in discussions about ways people pollute the environment. • Participate in discussions about appropriate disposal of waste. • Attempt to sort waste into those things that can be recycled and those things that cannot. • Practice recycling as part of routine. 	<p>SCI 2a Natural & Earth Science: Understanding living and nonliving things.</p> <p>SCI 2a.3 Identifies familiar natural materials, animals or plants and groups them 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>3.5 Technology and Engineering</p>	
<p>APPLYING, MAINTAINING, AND ASSESSING TECHNOLOGICAL PRODUCTS AND SYSTEMS IMPACTS OF TECHNOLOGY INFLUENCE OF SOCIETY ON TECHNOLOGICAL DEVELOPMENT</p> <p>BROAD STANDARD STATEMENT: Infants and toddlers will use their natural curiosity about the world to appropriately engage with various technologies.</p>	
<p>Infant:</p> <p>3.5 I.A: Imitate use of various technologies in play.</p> <p>Technology impacts daily living and can be used as a tool for exploring and understanding the world, as well as communicating with one another.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Observe use of technology (e.g., telephone, cell phone, computer, camera, tablet). • Use technology props (e.g., old cell phones, toy or real cameras, computer keyboard) in play 	<p>LLD 2a Communication: Uses language to express information and ask/answer questions</p> <p>LLD 2a.1 Uses vocalizations and gestures to communicate.</p> <p>LLD 2b Communication: Uses conversational skills</p> <p>LLD 2b.1 Responds with babbles or sounds with prompting.</p> <p>LLD 2c Communication: Uses sentence structure</p> <p>LLD 2c.1 Makes single sounds.</p> <p>LLD 2d Communication: Uses and expands vocabulary</p> <p>LLD 2d.1 Uses sounds and gestures to communicate.</p> <p>SCI 4 Technology: Uses tools and technology to perform tasks</p> <p>SCI 4.1 Explores simple toys.</p>

<p>Young Toddler:</p> <p>3.5 YT.A: Imitate use of various technologies in play. Technology impacts daily living and can be used as a tool for exploring and understanding the world, as well as communicating with one another.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Observe use of technology (e.g., telephone, cell phone, computer, camera, tablet). • Use technology props (e.g., old cell phones, toy or real cameras, computer keyboard) in play. 	<p>LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.2 Uses a few words, signs or word-like sounds to communicate.</p> <p>LLD 2b Communication: Uses conversational skills LLD 2b.2 Responds to one exchange, but is not on topic.</p> <p>LLD 2c Communication: Uses sentence structure LLD 2c.2 Communicates using one- to two-word sentences.</p> <p>LLD 2d Communication: Uses and expands vocabulary LLD 2d.2 Repeats words heard frequently in environment.</p> <p>SCI 4 Technology: Uses tools and technology to perform tasks SCI 4.2 Begins to use simple toys purposefully. SCI 4.3 Explores movable parts on toys.</p>
<p>Older Toddler:</p> <p>3.5 OT.A: Communicate about technology in their environment. Technology impacts daily living and can be used as a tool for exploring and understanding the world, as well as communicating with one another.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Observe use of technology (e.g., telephone, cell phone, computer, camera, tablet). • Use technology props (e.g., old cell phones, toy or real cameras, computer keyboard) in their play. • Label technology with appropriate vocabulary when using or shown (e.g., telephone, cell phone, computer, TV, camera, tablet). • Discuss personal experiences with technology 	<p>LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.3 Communicates needs, desires and ideas or asks simple questions.</p> <p>LLD 2b Communication: Uses conversational skills LLD 2b.3 Responds on topic for one exchange.</p> <p>LLD 2c Communication: Uses sentence structure LLD 2c.3 Communicates using two- to four-word sentences.</p> <p>LLD 2d Communication: Uses and expands vocabulary LLD 2d.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.</p> <p>SCI 4 Technology: Uses tools and technology to perform tasks SCI 4.3 Explores movable parts on toys. SCI 4.4 Explores simple tools or interacts with simple types of technology.</p>
<p>Infant:</p>	<p>Emerging</p>

Emerging	
Young Toddler: Emerging	Emerging
<p>Older Toddler: 3.5 OT.M: Engage in adult led activities as part of the engineering design process. The engineering design process has steps that should be followed. See introduction for these steps.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Participate in adult activities that use the steps of the engineering design process. <ul style="list-style-type: none"> o Ask – Define the problem. o Imagine – Brainstorm possible solutions. o Plan – Research ideas and explore possibilities. Establish criteria and constraints. Consider alternative solutions and select an approach. o Create – Develop a design proposal. Make or model a prototype. Test and evaluate. o Improve – Refine the design, create the solution, communicate the results. 	<p>SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.3 Begins to understand how things are connected and asks more complex questions about a familiar environment. SCI 1a.4 When given a question, guesses a possible answer or outcome.</p> <p>SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support. SCI 1b.4 Observes and uses prior knowledge to describe and record a scientific phenomenon with teacher prompting.</p>
<p>Infant: 3.5 I.N: Participate in simple investigations to determine how things work. Infants learn how things work by using their senses through play and interacting with concrete materials.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Engage in play with concrete materials. • Explore their environment using different senses. • Observe adults taking things apart and putting them back together. 	<p>SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.1 Looks for a person or toy that has moved out of sight.</p> <p>SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.1 Uses senses to explore environment.</p>
<p>Young Toddler: 3.5 YT.N: Participate in simple investigations to determine how things work. Young toddlers learn how things work by using their senses through play and interacting with concrete materials.</p> <p><i>The learner will:</i></p>	<p>SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.2 Asks simple questions about a familiar environment through words or gestures.</p> <p>SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.2 Demonstrates curiosity about objects by touching and</p>

<ul style="list-style-type: none"> • Engage in play with concrete materials. • Explore their environment using different senses. • Explore object to see how they work (e.g., pushing buttons to start and stop, turning object over). • Observe adults taking things apart and putting them back together. 	<p>manipulating them. Begins to understand cause and effect.</p>
<p>Older Toddler: 3.5 OT.N: Participate in simple investigations to determine how things work. Older toddlers learn how things work by asking questions and using their senses through play and interacting with concrete materials.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Engage in play with concrete materials. • Explore their environment using different senses. • Explore object to see how they work (e.g., pushing buttons to start and stop, turning object over, taking things apart and putting them back together). • Observe adults taking things apart and putting them back together. • Engage in listening, questioning, and discussing. • Ask questions and discuss how things work. 	<p>SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.3 Begins to understand how things are connected and asks more complex questions about a familiar environment. SCI 1a.4 When given a question, guesses a possible answer or outcome.</p> <p>SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support. SCI 1b.4 Observes and uses prior knowledge to describe and record a scientific phenomenon with teacher prompting.</p>
<p>Infant: 3.5 I.S: Participate in adult led play and exploration that applies design concepts, principles, and processes. Play and exploration are an important part of the learning process.</p> <p>Reference AL1.I.A, AL.2.I.C, AL4.I.C</p>	<p>Reference AL1.I.A, AL.2.I.C, AL4.I.C</p>
<p>Young Toddler: 3.5 YT.S: Participate in adult led play and exploration that applies design concepts, principles, and processes. Play and exploration are an important part of the learning process.</p> <p>Reference AL1.YT.A, AL.2.YT.C, AL4.YT.C</p>	<p>Reference AL1.YT.A, AL.2.YT.C, AL4.YT.C</p>
<p>Older Toddler: 3.5 OT.S: Participate in adult led play and exploration that applies design concepts, principles, and processes. Play and exploration are an important part of the learning process.</p>	<p>Reference 3.5.OT.M Reference AL1.OT.A, AL.2.OT.C, AL4.OT.C</p>

Reference 3.5.OT.M Reference AL1.OT.A, AL.2.OT.C, AL4.OT.C	
<p>Infant: 3.5 I.CC: Engage in exploration of materials that represent technologies in the workplace. There are many careers that use technology.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Explore medical equipment and materials. • Play with real or model medical equipment (e.g., stethoscope, blood pressure cuff). • Explore transportation vehicles. • Explore simple construction tools and vehicles. 	<p>SCI 4 Technology: Uses tools and technology to perform tasks SCI 4.1 Explores simple toys.</p>
<p>Young Toddler: 3.5 YT.CC: Engage in exploration of materials that represent technologies in the workplace. There are many careers that use technology.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Use simple workplace technologies for intended purpose (e.g., hold stethoscope to teddy bear's heart, use hammer to pound peg into pegboard, fill a dump truck). • Explore medical equipment and materials. • Play with real or model medical equipment (e.g., stethoscope, blood pressure cuff). • Explore simple construction tools and vehicles. 	<p>SCI 4 Technology: Uses tools and technology to perform tasks SCI 4.2 Begins to use simple toys purposefully. SCI 4.3 Explores movable parts on toys.</p>
<p>Older Toddler: 3.5 OT.CC: Engage in exploration of materials that represent technologies in the workplace. There are many careers that use technology.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Use simple workplace technologies for intended purpose (e.g., hold stethoscope to teddy bear's heart, use hammer to pound peg into pegboard, fill a dump truck). • Identify the types of tools and materials used in construction. 	<p>SCI 4 Technology: Uses tools and technology to perform tasks SCI 4.3 Explores movable parts on toys. SCI 4.4 Explores simple tools or interacts with simple types of technology.</p>

<ul style="list-style-type: none"> • Talk about various types of vehicles used in the workplace (e.g., construction vehicles, fire-fighting vehicles, boats, airplanes). • Ask and answer questions about workplace technologies and their uses. • Match workplace technology to worker. 	
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SOCIAL STUDIES THINKING: CONNECTING TO COMMUNITIES	
Civics and Government	
5.1 PRINCIPLES AND DOCUMENTS OF GOVERNMENT A. RULE OF LAW BROAD STANDARD STATEMENT: Infants and toddlers will demonstrate an increased understanding of socially acceptable behaviors.	
Infant: 5.1 I.A Respond to adult guidance about behavior. Reference 16.3 I.B	Reference 16.3 I.B
Young Toddler: 5.1 YT.A Demonstrate basic understanding of rules. Reference 16.3 YT.B	Reference 16.3 YT.B
Old Toddler: 5.1 OT.A Follow basic rules. Reference 16.3 OT.B	Reference 16.3 OT.B
5.2 RIGHTS AND RESPONSIBILITIES OF CITIZENSHIP A. CIVIC RIGHTS AND RESPONSIBILITIES BROAD STANDARD STATEMENT: Infants and toddlers show increased awareness of themselves as members of a group.	
Infant: Emerging	Emerging
Young Toddler:	SS 1a Culture & Community: Identifies community and family

<p>5.2 YT.A Demonstrate sense of belonging to a group such as a class or family.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Point to pictures of family members. • Follow the established daily routine. • Demonstrate familiarity with people and settings (e.g., upon arrival walk to their classroom, place belongings in personal space). 	<p>roles.</p> <p>SS 1a.1 Responds to and recognizes primary caregivers.</p> <p>SS 1a.2 Recognizes the difference between a familiar and unfamiliar person.</p> <p>SS 1b Culture & Community: Explores and respects cultures and traditions</p> <p>SS 1b.1 Listens to stories or music related to cultures and traditions.</p> <p>SS 1b.2 Participates in activities related to cultures or traditions.</p> <p>SS 1c Culture & Community: Respect diversity</p> <p>SS 1c.1 Sees diverse features of people in books, toys and media.</p> <p>SS 1c.2 Explores people and their features, either in person or in pictures.</p>
<p>Older Toddler:</p> <p>5.2 OT.A Communicate a sense of belonging to a group such as a class or family.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Talk about family members. • Participate in decision-making. • Identify self in relationship to others in a group (e.g., brother, sister, son, daughter, friend). • Talk about things the family does together. • Talk about things the class does together. 	<p>SS 1a Culture & Community: Identifies community and family roles.</p> <p>SS 1a.3 Identifies familiar people and pets.</p> <p>SS 1a.4 Describes family members and their relationship to self.</p> <p>Identifies and role-plays familiar community helpers.</p> <p>SS 1b Culture & Community: Explores and respects cultures and traditions</p> <p>SS 1b.3 Recognizes familiar symbols or artifacts of 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 Culture & Community: Respect diversity</p> <p>SS 1c.3 Identifies similarities and differences between self and others.</p> <p>SS 1c.4 Respectfully participates in activities with others different than self.</p>
<p>B. CONFLICT AND RESOLUTION</p> <p>BROAD STANDARD STATEMENT: Infants and toddlers will demonstrate an increased ability to communicate about and seek help for interpersonal conflicts.</p>	
<p>Infant:</p> <p>5.2 I.B Express emotion relating to a conflict.</p>	<p>Reference 16.2 I.D</p>

Reference 16.2 I.D	
Young Toddler: 5.2 YT.B Express emotion relating to a conflict. Reference 16.2 YT.D	Reference 16.2 YT.D
Older Toddler: 5.2 OT.B Communicate about a conflict and seek help to solve. Reference 16.2 OT.D	Reference 16.2 OT.D
C. GOVERNMENT SERVICES BROAD STANDARD STATEMENT: Infants and toddlers will demonstrate an increased understanding of workers in the community.	
Infant: 5.2 I.C Explore costumes and props that represent community workers. <i>The learner will:</i> <ul style="list-style-type: none"> • Play with real or model equipment. (e.g., stethoscope, blood pressure cuff, fire hose, play workbench). • Engage in dress-up play 	SS 1a Culture & Community: Identifies community and family roles. SS 1a.1 Responds to and recognizes primary caregivers. SS 1b Culture & Community: Explores and respects cultures and traditions SS 1b.1 Listens to stories or music related to cultures and traditions. SS 1c Culture & Community: Respect diversity SS 1c.1 Sees diverse features of people in books, toys and media. CA 4a Drama: Participates in dramatic and symbolic play. CA 4a.1 Imitates simple movements and facial expressions. CA 4b Drama: Uses and creates props to represent other objects or ideas CA 4b.1 Responds to props or puppets.
Young Toddler: 5.2 YT.C Engage with costumes and props that represent community workers. <i>The learner will:</i> <ul style="list-style-type: none"> • Use costumes and props of community workers for intended purpose 	SS 1a Culture & Community: Identifies community and family roles. SS 1a.2 Recognizes the difference between a familiar and unfamiliar person. SS 1b Culture & Community: Explores and respects cultures and

<p>(e.g., hold stethoscope to teddy bear's heart, use hammer to pound peg into pegboard, fill a dump truck).</p> <ul style="list-style-type: none"> • Engage in dress-up play. 	<p>traditions SS 1b.2 Participates in activities related to cultures or traditions.</p> <p>SS 1c Culture & Community: Respect diversity SS 1c.2 Explores people and their features, either in person or in pictures.</p> <p>CA 4a Drama: Participates in dramatic and symbolic play. CA 4a.2 Mimics observed behaviors and words.</p> <p>CA 4b Drama: Uses and creates props to represent other objects or ideas CA 4b.2 Mimics the use of familiar objects.</p>
<p>Older Toddler: 5.2 OT.C Recognize community workers through their uniforms and equipment.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Use costumes and props of community workers for intended purpose (e.g., hold stethoscope to teddy bear's heart, use hammer to pound peg into pegboard, fill a dump truck). • Engage in dress up play. • Identify the types of equipment and materials community workers use. • Ask and answer questions about community workers and their roles. • Match workplace equipment and uniform to worker. • Label community workers in their neighborhood. 	<p>SS 1a Culture & Community: Identifies community and family roles. 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.</p> <p>SS 1b Culture & Community: Explores and respects cultures and traditions SS 1b.3 Recognizes familiar symbols or artifacts of traditions or customs. SS 1b.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community.</p> <p>SS 1c Culture & Community: Respect diversity SS 1c.3 Identifies similarities and differences between self and others. SS 1c.4 Respectfully participates in activities with others different than self.</p> <p>CA 4a Drama: Participates in dramatic and symbolic play. CA 4a.3 Uses words, actions and props to pretend.</p> <p>CA 4b Drama: Uses and creates props to represent other objects or ideas CA 4b.3 Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.</p>

Economics	
6.1 SCARCITY AND CHOICE D. INCENTIVES AND CHOICE BROAD STANDARD STATEMENT: Infants and toddlers will demonstrate an increased ability to make intentional choices.	
Infant: 6.1 I.D Demonstrate preference for specific objects and people. Reference 16.3 I.A	Reference 16.3 I.A
Young Toddler: 6.1 YT.D Make simple choices. Reference 16.3 YT.A	Reference 16.3 YT.A
Older Toddler: 6.1 OT.D Communicate about a choice based on individual interest. <i>The learner will:</i> <ul style="list-style-type: none"> • Make a choice and explain the reason for the choice. 	SED 1b Self-Awareness: Expresses needs and preferences SED 1b.3 Expresses likes and dislikes. SED 1b.4 When given two to three options, chooses their most desired option. SS 2b Civics & Economics: Understands concepts of money and economics SS 2b.3 Expresses choice recognizes interests and desires may be different from others. Explores the concept of trade.
6.3 FUNCTIONS OF GOVERNMENT D. GOVERNMENT’S ROLE IN INTERNATIONAL TRADE BROAD STANDARD STATEMENT: Infants and toddlers will communicate about products produced locally.	
Infant: Emerging	Emerging
Young Toddler: Emerging	Emerging
Older Toddler: 6.3 OT.D Communicate about products produced locally.	SS 1a Culture & Community: Identifies community and family roles. SS 1a.3 Identifies familiar people and pets.

<p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Talk about products that can be found around their homes. • Ask and answer questions about items that come from farms, factories, and/ or businesses within the community. 	<p>SS 1b Culture & Community: Explores and respects cultures and traditions SS 1b.3 Recognizes familiar symbols or artifacts of traditions or customs.</p> <p>SS 2a Civics & Economics: Follows rules, limits and expectations. SS 2a.3 Recognizes and attends to adults to hear rules, routines and expectations.</p> <p>SS 2b Civics & Economics: Understands concepts of money and economics SS 2b.3 Expresses choice recognizes interests and desires may be different from others. Explores the concept of trade.</p>
<p>6.5 INCOME, PROFIT, AND WEALTH C. TYPES OF BUSINESS BROAD STANDARD STATEMENT: Infants and toddlers will communicate about local businesses.</p>	
<p>Infant: Emerging</p>	<p>Emerging</p>
<p>Young Toddler: Emerging</p>	<p>Emerging</p>
<p>Older Toddler: 6.5 OT.C Communicate about local businesses.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Ask and answer questions about local businesses. • Act out play scenarios that relate to local businesses (e.g., getting haircut, pet, school, farmer’s market). 	<p>SS 2a Civics & Economics: Follows rules, limits and expectations. SS 2a.3 Recognizes and attends to adults to hear rules, routines and expectations.</p> <p>SS 2b Civics & Economics: Understands concepts of money and economics SS 2b.3 Expresses choice recognizes interests and desires may be different from others. Explores the concept of trade.</p>
<p>Geography</p>	
<p>7.1 BASIC GEOGRAPHIC LITERACY A. GEOGRAPHIC TOOLS BROAD STANDARD STATEMENT: Infants and toddlers will develop an awareness of landmarks and familiar places.</p>	

Infant: Emerging	Emerging
Young Toddler: Emerging	Emerging
Older Toddler: 7.1 OT.A Use maps in play. <i>The learner will:</i> <ul style="list-style-type: none"> • Follow a pathway or roadway on a large car mat. • Follow a teacher-made map (e.g., locate something in the environment, follow a course). • Ask and answer questions about maps. 	SS 3b Geography: Interacts with maps SS 3b.3 Follows a path. SS 3b.4 Recognizes symbols or landmarks.
7.2 PHYSICAL CHARACTERISTICS OF PLACES AND REGIONS A. PHYSICAL CHARACTERISTICS BROAD STANDARD STATEMENT: Infants and toddlers will describe the characteristics of home to gain understanding of physical features.	
Infant: Emerging	Emerging
Young Toddler: Emerging	Emerging
Older Toddler: 7.2 OT.A Describe the characteristics of home to gain an understanding of physical features. <i>The learner will:</i> <ul style="list-style-type: none"> • Identify the characteristics of one's home (e.g., door color, exterior type, type of home). • Describe the locations and uses of important areas within the home. • Identify the room in which certain items might be found. 	SS 3a Geography: Identifies types of places SS 3a.3 Identifies a variety of familiar places in own community. SS 3.4 Identifies different types of water bodies, streets, buildings and landmarks in own community.
History	
8.1 HISTORICAL ANALYSIS AND SKILLS DEVELOPMENT A. CONTINUITY AND CHANGE OVER TIME BROAD STANDARD STATEMENT: Infants and toddlers will	

demonstrate an increased awareness of sequences of events.	
Infant: 8.1 I.A Anticipate next step of a familiar routine or activity. Reference AL.2 I.B	Reference AL.2 I.B
Young Toddler: 8.1 YT.A Know the sequence of familiar routines. Reference AL.2 YT.B	Reference AL.2 YT.B
Older Toddler: 8.1 OT.A Identify and complete the sequence of familiar routines and tasks. Reference AL.2 OT.B	Reference AL.2 OT.B

CREATIVE THINKING AND EXPRESSION: COMMUNICATING THROUGH THE ARTS	
9.1.M Production and Performance – Music and Movement	
A. ELEMENTS AND PRINCIPLES BROAD STANDARD STATEMENT: Infants and toddlers will demonstrate an increased understanding of the basic elements of music and movement.	
Infant: Emerging	Emerging
Young Toddler: 9.1.M YT.A Demonstrate an understanding of basic elements of music and movement. <i>The learner will:</i> <ul style="list-style-type: none"> • Explore rhythm instruments. • Participate in teacher-guided music and movement activities. • Demonstrate understanding of fast, slow, loud, and soft. 	CA 1a Music: Expresses through music CA 1a.1 Makes sounds to communicate feelings. CA 1a.2 Repeats words in familiar songs and attempts to sing. CA 1b Music: Develops rhythm CA 1b.1 Responds to rhythm. CA 1b.2 Responds to changes in rhythm.

	<p>CA 1c Music: Develops tone CA 1c.1 Responds to sounds. CA 1c.2 Responds to changes in sound, volume or melody.</p>
<p>Older Toddler: 9.1.M OT.A Know and use basic elements of music and movement.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Explore rhythm instruments. • Use rhythm instruments as intended. • Participate in teacher-guided music and movement activities. • Demonstrate understanding of fast, slow, loud, and soft. 	<p>CA 1a Music: Expresses through music 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.</p> <p>CA 1b Music: Develops rhythm CA 1b.3 Claps to beat. May not always be consistent. CA 1b.4 Claps along to simple rhythm patterns.</p> <p>CA 1c Music: Develops tone CA 1c.3 Understands the difference between singing and speaking voices. CA 1c.4 Controls voice to mimic the melodic direction.</p>
<p>B. DEMONSTRATION BROAD STANDARD STATEMENT: Infants and toddlers will respond to music in a variety of ways.</p>	
<p>Infant: 9.1.M I.B Respond to music.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Respond to a variety of music types, including culturally diverse music. • Turn head to source of music. • React to music with body movements. 	<p>CA 1a Music: Expresses through music CA 1a.1 Makes sounds to communicate feelings.</p> <p>CA 1b Music: Develops rhythm CA 1b.1 Responds to rhythm.</p> <p>CA 1c Music: Develops tone CA 1c.1 Responds to sounds.</p>
<p>Young Toddler: 9.1.M YT.B Respond to music.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Respond to a variety of music types, including culturally diverse music. • Turn head to source of music. • React to music with body movements (e.g., move, dance, clap, sway: 	<p>CA 1a Music: Expresses through music CA 1a.2 Repeats words in familiar songs and attempts to sing.</p> <p>CA 1b Music: Develops rhythm CA 1b.2 Responds to changes in rhythm.</p> <p>CA 1c Music: Develops tone</p>

<p>movements may not match rhythm).</p> <ul style="list-style-type: none"> • Use props in response to music (e.g., scarves, instruments, ribbons). • Attempt to sing a familiar melodic pattern. • Attempt to imitate music patterns using available materials. 	<p>CA 1c.2 Responds to changes in sound, volume or melody.</p>
<p>Older Toddler:</p> <p>9.1.M OT.B Respond to and communicate about music.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Respond to a variety of music types, including culturally diverse music. • Request favorite types of music. • Sing songs in recognizable ways. • React to music with increasingly coordinated body movements (e.g., move, dance, clap, sway: movements may not match rhythm). • Use props in response to music (e.g., scarves, instruments, ribbons). • Attempt to imitate music patterns and dance movements. • Participate in group music activities for short periods of time. • Indicate likes and dislikes in regard to music. 	<p>CA 1a Music: Expresses through music 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.</p> <p>CA 1b Music: Develops rhythm CA 1b.3 Claps to beat. May not always be consistent. CA 1b.4 Claps along to simple rhythm patterns.</p> <p>CA 1c Music: Develops tone CA 1c.3 Understands the difference between singing and speaking voices. CA 1c.4 Controls voice to mimic the melodic direction.</p>
<p>E. REPRESENTATION</p> <p>BROAD STANDARD STATEMENT: Infants and toddlers will use imagination and creativity to express self through music and dance.</p>	
<p>Infant:</p> <p>9.1.M I.E Express self through music and dance.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Respond to a variety of music types, including culturally diverse music. • Turn head to source of music. • React to music with body movements. 	<p>CA 1a Music: Expresses through music CA 1a.1 Makes sounds to communicate feelings.</p> <p>CA 1b Music: Develops rhythm CA 1b.1 Responds to rhythm.</p> <p>CA 1c Music: Develops tone CA 1c.1 Responds to sounds.</p> <p>CA 2a Dance & Movement: Expresses through dance CA 2a.1 Uses body language to express feelings.</p> <p>CA 2b Dance & Movement: Develops movement techniques CA 2b.1 Moves body in a variety of ways.</p>

<p>Young Toddler: 9.1.M Y.T.E Respond to music and dance.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Respond to a variety of music types, including culturally diverse music. • Turn head to source of music. • React to music with body movements (e.g., move, dance, clap, sway: movements may not match rhythm). • Use props in response to music (e.g., scarves, instruments, ribbons). • Attempt to sing a familiar melodic pattern. • Attempt to imitate music patterns using available materials. 	<p>CA 1a Music: Expresses through music CA 1a.2 Repeats words in familiar songs and attempts to sing.</p> <p>CA 1b Music: Develops rhythm CA 1b.2 Responds to changes in rhythm.</p> <p>CA 1c Music: Develops tone CA 1c.2 Responds to changes in sound, volume or melody.</p> <p>CA 2a Dance & Movement: Expresses through dancea CA 2a.2 Uses purposeful gestures and body language to communicate.</p> <p>CA 2b Dance & Movement: Develops movement techniques CA 2b.2 Moves body purposely. Sways or bounces to music.</p>
<p>Older Toddler: 9.1.M O.T.E Respond to and communicate about music and dance.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Respond to a variety of music types, including culturally diverse music. • Request favorite types of music. Sing songs in recognizable ways. • React to music with increasingly coordinated body movements (e.g., move, dance, clap, sway: movements may not match rhythm). • Use props in response to music (e.g., scarves, instruments, ribbons). • Attempt to imitate music patterns and dance movements. • Participate in group music activities for short periods of time. • Indicate likes and dislikes in regard to music. 	<p>CA 1a Music: Expresses through music 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.</p> <p>CA 1b Music: Develops rhythm CA 1b.3 Claps to beat. May not always be consistent. CA 1b.4 Claps along to simple rhythm patterns.</p> <p>CA 1c Music: Develops tone CA 1c.3 Understands the difference between singing and speaking voices. CA 1c.4 Controls voice to mimic the melodic direction.</p> <p>CA 2a Dance & Movement: Expresses through dancea CA 2a.3 Moves in own way to music and rhythm.</p> <p>CA 2b Dance & Movement: Develops movement techniques CA 2b.3 Follows the movements of others. Explores personal space and direction.</p>
<p>J. TECHNOLOGIES</p>	

<p>BROAD STANDARD STATEMENT: Infants and toddlers will use a variety of technologies in music and movement activities.</p>	
<p>Infant: 9.1.M I.J Use technologies for producing music.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Explore musical instruments, including those which are culturally diverse. • Use a variety of props to respond to music (e.g., scarves, ribbons, beanbags). 	<p>SCI 4 Technology: Uses tools and technology to perform tasks SCI 4.1 Explores simple toys.</p> <p>CA 1a Music: Expresses through music CA 1a.1 Makes sounds to communicate feelings.</p> <p>CA 1b Music: Develops rhythm CA 1b.1 Responds to rhythm.</p> <p>CA 1c Music: Develops tone CA 1c.1 Responds to sounds.</p>
<p>Young Toddler: 9.1.M YT.J Use a variety of technologies for producing music or performing movements.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Explore musical instruments, including those which are culturally diverse. • Use a variety of props to respond to music (e.g., scarves, ribbons, beanbags). • Attempt to imitate music patterns using musical instruments. 	<p>SCI 4 Technology: Uses tools and technology to perform tasks SCI 4.2 Begins to use simple toys purposefully.</p> <p>CA 1a Music: Expresses through music CA 1a.2 Repeats words in familiar songs and attempts to sing.</p> <p>CA 1b Music: Develops rhythm CA 1b.2 Responds to changes in rhythm.</p> <p>CA 1c Music: Develops tone CA 1c.2 Responds to changes in sound, volume or melody.</p>
<p>Older Toddler: 9.1.M OT.J Use a variety of technologies for producing music or performing movements.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Explore musical instruments, including those which are culturally diverse. • Use instruments to accompany music. • Use instruments as intended. • Use a variety of props to respond to music (e.g., scarves, ribbons, beanbags). • Attempt to imitate music patterns using musical instruments. 	<p>SCI 4 Technology: Uses tools and technology to perform tasks SCI 4.3 Explores movable parts on toys. SCI 4.4 Explores simple tools or interacts with simple types of technology.</p> <p>CA 1a Music: Expresses through music 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.</p> <p>CA 1b Music: Develops rhythm</p>

	<p>CA 1b.3 Claps to beat. May not always be consistent. CA 1b.4 Claps along to simple rhythm patterns.</p> <p>CA 1c Music: Develops tone CA 1c.3 Understands the difference between singing and speaking voices. CA 1c.4 Controls voice to mimic the melodic direction.</p>
9.1.D Production and Performance – Dramatic and Performance Play	
<p>B. DEMONSTRATION BROAD STANDARD STATEMENT: Infants and toddlers will demonstrate an increased complexity in dramatic play.</p>	
<p>Infant: 9.1.D I.B Act out familiar scenarios.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Imitate familiar actions in play (e.g., hold phone to ear, stir using spoon, use cups and plates to serve pretend meal). 	<p>CA 4a Drama: Participates in dramatic and symbolic play. CA 4a.1 Imitates simple movements and facial expressions.</p> <p>CA 4b Drama: Uses and creates props to represent other objects or ideas CA 4b.1 Responds to props or puppets.</p>
<p>Young Toddler: 9.1.D YT.B Act out familiar scenarios using objects with intended purpose.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Imitate familiar actions in play (e.g., hold phone to ear, stir using spoon, use cups and plates to serve pretend meal). • Use object for intended purpose during play. 	<p>CA 4a Drama: Participates in dramatic and symbolic play. CA 4a.2 Mimics observed behaviors and words.</p> <p>CA 4b Drama: Uses and creates props to represent other objects or ideas CA 4b.2 Mimics the use of familiar objects.</p>
<p>Older Toddler: 9.1.D OT.B Explore real or make-believe scenarios through dramatic play.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Imitate familiar actions in play (e.g., hold phone to ear, stir using spoon, use cups and plates to serve pretend meal) • Use object for intended purpose during play. • Use one object to represent another object during play. 	<p>CA 4a Drama: Participates in dramatic and symbolic play. CA 4a.3 Uses words, actions and props to pretend.</p> <p>CA 4b Drama: Uses and creates props to represent other objects or ideas CA 4b.3 Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.</p>

<ul style="list-style-type: none"> • Create own dramatic play scenarios. • Act out experiences that are new or unknown (e.g., dentist). • Pretend to be a person or animal. 	
E. REPRESENTATION BROAD STANDARD STATEMENT: Infants and toddlers will use imagination and creativity to express self through dramatic play.	
Infant: Emerging	Emerging
Young Toddler: Emerging	Emerging
Older Toddler: 9.1.D OT.E Use imagination and creativity to express self through dramatic play. <i>The learner will:</i> <ul style="list-style-type: none"> • Imitate and repeat voice inflections and facial expressions to entertain others. • Use non-conforming objects to create representations of real-life objects or activities. • Represent fantasy and real-life experiences through pretend play. • Imitate roles of people, animals, or objects observed in life experiences. • Use props and costumes during dramatic play. • Ask others to watch a performance. 	CA 4a Drama: Participates in dramatic and symbolic play. CA 4a.3 Uses words, actions and props to pretend. CA 4b Drama: Uses and creates props to represent other objects or ideas CA 4b.3 Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.
9.1.V Production and Performance – Visual Arts	
A. ELEMENTS AND PRINCIPLES BROAD STANDARD STATEMENT: Infants and toddlers will demonstrate an increased understanding of the basic elements of visual arts.	
Infant: Emerging	Emerging
Young Toddler: 9.1.V YT.A Demonstrate an understanding of basic elements of	CA 3a Visual Arts: Expresses through 2D and 3D visual art CA 3a.1 Expresses emotions while exploring materials.

<p>visual arts.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Participate in teacher-guided visual art activities. • Demonstrate an understanding of color. • Create a picture using different colors. • Combine colors. • Explore a variety of art materials. 	<p>CA 3a.2 Scribbles, colors or paints intentionally on paper.</p> <p>CA 3b Visual Arts: Develops visual art techniques 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 Toddler: 9.1.V OT.A Know and use basic elements of visual arts.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Participate in teacher-guided visual art activities. • Communicate about art, demonstrating an understanding of color and shape. • Create a picture using different colors. • Combine colors. • Explore a variety of art materials. • Use art materials as intended. 	<p>CA 3a Visual Arts: Expresses through 2D and 3D visual art CA 3a.3 Explores a variety of artistic tools and media.</p> <p>CA 3b Visual Arts: Develops visual art techniques CA 3b.3 Uses materials to create shapes and symbols.</p>
<p>B. DEMONSTRATION BROAD STANDARD STATEMENT: Infants and toddlers will demonstrate an increased complexity in combining a variety of art materials to engage in the process of art.</p>	
<p>Infant: 9.1.V I.B Combine a variety of materials to engage in the process of art.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Participate in teacher-guided art activities. • Use a variety of nontoxic materials (e.g., paint, crayons, markers, wood, playdough). 	<p>CA 3a Visual Arts: Expresses through 2D and 3D visual art CA 3a.1 Expresses emotions while exploring materials.</p> <p>CA 3b Visual Arts: Develops visual art techniques CA 3b.1 Explores materials using gross motor movements and senses.</p>
<p>Young Toddler: 9.1.V YT.B Combine a variety of materials to engage in the process of art.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Participate in teacher-guided art activities. 	<p>CA 3a Visual Arts: Expresses through 2D and 3D visual art CA 3a.2 Scribbles, colors or paints intentionally on paper.</p> <p>CA 3b Visual Arts: Develops visual art techniques CA 3b.2 Uses hands and feet to explore a variety of media.</p>

<ul style="list-style-type: none"> • Use a variety of nontoxic materials (e.g., paint, crayons, markers, chalk, wood, stampers, playdough). • Demonstrate increased control of art technologies. 	
<p>Older Toddler: 9.1.V OT.B Combine a variety of materials to engage in the process of art.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Participate in teacher-guided art activities. • Use a variety of nontoxic materials (e.g., paint, crayons, markers, wood, playdough, plastic safety scissors, stampers, rubbing plates). • Demonstrate increased control of art technologies. • Initiate independent works of art. 	<p>CA 3a Visual Arts: Expresses through 2D and 3D visual art CA 3a.3 Explores a variety of artistic tools and media.</p> <p>CA 3b Visual Arts: Develops visual art techniques CA 3b.3 Uses materials to create shapes and symbols.</p>
<p>E. REPRESENTATION BROAD STANDARD STATEMENT: Infants and toddlers will use imagination and creativity to express self through the process of art.</p>	
<p>Infant: Emerging</p>	<p>Emerging</p>
<p>Young Toddler: Emerging</p>	<p>Emerging</p>
<p>Older Toddler: 9.1.V OT.E Use imagination and creativity to express self through the process of art.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Initiate art activities. • Participate in teacher-guided visual art activities. • Select art materials during free choice. • Draw simple pictures to represent something. • Attempt to draw self-portrait. • Create basic shapes. • Label own creations. 	<p>CA 3a Visual Arts: Expresses through 2D and 3D visual art CA 3a.3 Explores a variety of artistic tools and media.</p> <p>CA 3b Visual Arts: Develops visual art techniques CA 3b.3 Uses materials to create shapes and symbols.</p>
<p>J. TECHNOLOGIES BROAD STANDARD STATEMENT: Infants and toddlers will use a variety of technologies in the process of creating art.</p>	

<p>Infant: 9.1.V I.J Use technologies in the process of creating art.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Explore a variety of tools and nontoxic art materials, including those which are culturally diverse. • Participate in teacher-guided visual art activities. • Manipulate materials in a variety of ways (e.g., pounding, squeezing, poking). 	<p>SCI 4 Technology: Uses tools and technology to perform tasks SCI 4.1 Explores simple toys.</p> <p>CA 3a Visual Arts: Expresses through 2D and 3D visual art CA 3a.1 Expresses emotions while exploring materials.</p> <p>CA 3b Visual Arts: Develops visual art techniques CA 3b.1 Explores materials using gross motor movements and senses.</p>
<p>Young Toddler: 9.1.V YT.J Use a variety of technologies in the process of creating art.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Explore a variety of tools and nontoxic art materials, including those which are culturally diverse. • Participate in teacher-guided visual art activities. • Manipulate materials in a variety of ways (e.g., pounding, squeezing, poking). 	<p>SCI 4 Technology: Uses tools and technology to perform tasks SCI 4.2 Begins to use simple toys purposefully.</p> <p>CA 3a Visual Arts: Expresses through 2D and 3D visual art CA 3a.2 Scribbles, colors or paints intentionally on paper.</p> <p>CA 3b Visual Arts: Develops visual art techniques CA 3b.2 Uses hands and feet to explore a variety of media.</p>
<p>Older Toddler: 9.1.V OT.J Use a variety of technologies in the process of creating art.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Explore a variety of tools and nontoxic art materials, including those which are culturally diverse. • Participate in teacher-guided visual art activities. • Manipulate materials in a variety of ways (e.g., pounding, squeezing, rolling, tearing, poking). • Use art materials and tools as intended. 	<p>SCI 4 Technology: Uses tools and technology to perform tasks SCI 4.3 Explores movable parts on toys. SCI 4.4 Explores simple tools or interacts with simple types of technology.</p> <p>CA 3a Visual Arts: Expresses through 2D and 3D visual art CA 3a.3 Explores a variety of artistic tools and media.</p> <p>CA 3b Visual Arts: Develops visual art techniques CA 3b.3 Uses materials to create shapes and symbols.</p>
<p>9.3 Critical Response to Works in the Arts</p>	
<p>F. IDENTIFICATION BROAD STANDARD STATEMENT: Infants and toddlers will engage with and communicate about a variety of art forms.</p>	
<p>Infant:</p>	<p>CA 3a Visual Arts: Expresses through 2D and 3D visual art</p>

<p>9.3 I.F Explore a variety of art forms.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Recognize and point to familiar objects or persons in photos or books. • Engage with photographs and paintings. • Engage in tactile art experiences. • Engage with music. • Participate in teacher-guided music and movement activities. 	<p>CA 3a.1 Expresses emotions while exploring materials.</p> <p>CA 3b Visual Arts: Develops visual art techniques CA 3b.1 Explores materials using gross motor movements and senses.</p>
<p>Young Toddler: 9.3 YT.F Engage with a variety of art forms.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Engage with photographs and paintings. • Engage in tactile art experiences. • Engage with music. • Participate in teacher-guided music and movement activities. 	<p>CA 3a Visual Arts: Expresses through 2D and 3D visual art CA 3a.2 Scribbles, colors or paints intentionally on paper.</p> <p>CA 3b Visual Arts: Develops visual art techniques CA 3b.2 Uses hands and feet to explore a variety of media.</p>
<p>Older Toddler: 9.3 OT.F Communicate about a variety of art forms.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Describe photographs and paintings. • Engage in tactile art experiences. • Communicate about the specific tools needed to perform a specific type of art (e.g., “I need crayons.”). • Engage with music. • Participate in teacher-guided music and movement activities. • Communicate likes and dislikes. • Answer questions about different art forms. 	<p>LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.3 Communicates needs, desires and ideas or asks simple questions.</p> <p>LLD 2b Communication: Uses conversational skills LLD 2b.3 Responds on topic for one exchange.</p> <p>LLD 2c Communication: Uses sentence structure LLD 2c.3 Communicates using two- to four-word sentences.</p> <p>LLD 2d Communication: Uses and expands vocabulary LLD 2d.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.</p> <p>CA 3a Visual Arts: Expresses through 2D and 3D visual art CA 3a.3 Explores a variety of artistic tools and media.</p> <p>CA 3b Visual Arts: Develops visual art techniques CA 3b.3 Uses materials to create shapes and symbols.</p>
<p>G. CRITICAL RESPONSE</p>	

BROAD STANDARD STATEMENT: Infants and toddlers will show interest in and respond to artistic expressions.	
<p>Infant: 9.3 I.G Respond to various art forms.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Gaze at or point to a picture, painting, or photo. • Respond to a variety of music types, including culturally diverse music. • Turn head to source of music. • React to music with body movements. 	<p>CA 3a Visual Arts: Expresses through 2D and 3D visual art CA 3a.1 Expresses emotions while exploring materials.</p> <p>CA 3b Visual Arts: Develops visual art techniques CA 3b.1 Explores materials using gross motor movements and senses.</p>
<p>Young Toddler: 9.3 YT.G Show interest in others' artistic expressions.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Intentionally look at displayed pictures. • Watch others dance. • Imitate the artistic actions of others (e.g., copy dance moves, choose a similar art tool after observing peer use). 	<p>CA 3a Visual Arts: Expresses through 2D and 3D visual art CA 3a.2 Scribbles, colors or paints intentionally on paper.</p> <p>CA 3b Visual Arts: Develops visual art techniques CA 3b.2 Uses hands and feet to explore a variety of media.</p>
<p>Older Toddler: 9.3 OT.G Comment on characteristics of others' artistic expressions.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Describe pictures. • Notice the way others are dancing to music. • Comment on the tools peers are using. 	<p>LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.3 Communicates needs, desires and ideas or asks simple questions.</p> <p>LLD 2b Communication: Uses conversational skills LLD 2b.3 Responds on topic for one exchange.</p> <p>LLD 2c Communication: Uses sentence structure LLD 2c.3 Communicates using two- to four-word sentences.</p> <p>LLD 2d Communication: Uses and expands vocabulary LLD 2d.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.</p> <p>CA 3a Visual Arts: Expresses through 2D and 3D visual art CA 3a.3 Explores a variety of artistic tools and media.</p>

	CA 3b Visual Arts: Develops visual art techniques CA 3b.3 Uses materials to create shapes and symbols.
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HEALTH, WELLNESS, AND PHYSICAL DEVELOPMENT: LEARNING ABOUT MY BODY	
10.1 Concepts of Health	
B. INTERACTION OF BODY SYSTEMS BROAD STANDARD STATEMENT: Infants and toddlers will identify basic body parts.	
<p>Infant:</p> <p>10.1 I.B Locate basic body parts when named by an adult.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Point to or move fingers, hands, toes, feet, and head when asked. 	<p>PD 4b Personal Care: Understands bodily functions PD 4b.1 Explores body parts, such as hands and feet.</p>
<p>Young Toddler:</p> <p>10.1 YT.B Locate basic body parts when asked.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Point to or move fingers, hands, toes, feet. and head when asked. • Use fingers and hands during finger plays and songs with motions. 	<p>PD 4b Personal Care: Understands bodily functions PD 4b.2 Points to body parts when prompted.</p>
<p>Older Toddler:</p> <p>10.1 OT.B Identify and locate basic body parts.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Name basic body parts. • Follow basic directions in a movement song (e.g., shake your feet or wiggle your arms). • Point to or move fingers, hands, toes, feet, and head when asked. • Use fingers and hands during finger plays and songs with motions. 	<p>PD 4b Personal Care: Understands bodily functions PD 4b.3 Identifies basic body parts.</p>
C. NUTRITION BROAD STANDARD STATEMENT: Infants and toddlers will participate in experiences related to healthy food choices.	
Infant:	Emerging

Emerging	
Young Toddler: Emerging	Emerging
Older Toddler: 10.1 OT.C Participate in experiences related to healthy food choices. <i>The learner will:</i> <ul style="list-style-type: none"> • Explore health food options. • Choose between healthy food options. • Participate in discussions about food options. 	PD 5 Nutrition: Follows healthy nutrition routines. PD 5.3 Begins to identify familiar foods, anticipates the need to eat and feeds self with spoon or other utensil. PD 5.4 Identifies food and serves a portion into a bowl or plate and feeds self.
10.2 Healthful Living	
A. HEALTH PRACTICES, PRODUCTS, AND SERVICES BROAD STANDARD STATEMENT: Infants and toddlers will demonstrate an increased understanding of basic hygiene practices.	
Infant: 10.2 I.A Participate in fundamental practices for good health. <i>The learner will:</i> <ul style="list-style-type: none"> • Establish and engage in individualized daily routines (e.g., eating, toileting, sleeping). • Use verbal and non-verbal cues to express needs (e.g., hunger, tired, diaper change). • Actively participate with adult in daily hygiene routines. • Imitate basic hygiene practices (e.g., wash hands, wipe nose). 	PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing PD 4a.1 Cries or moves body when physical needs are not met. PD 4b Personal Care: Understands bodily functions PD 4b.1 Explores body parts, such as hands and feet. PD 5 Nutrition: Follows healthy nutrition routines. PD 5.1 Cries when hungry.
Young Toddler: 10.2 YT.A Engage in fundamental practices for good health. <i>The learner will:</i> <ul style="list-style-type: none"> • Establish and engage in individualized daily routines (e.g., eating, toileting, sleeping). • Engage in daily activities that promote good health (e.g., exercise, rest, eating, tooth brushing). • Use verbal and non-verbal cues to express needs (e.g., hunger, tired, diaper change). 	PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing PD 4a.2 Begins to participate in self-care activities and recognizes the difference between dirty and clean. PD 4b Personal Care: Understands bodily functions PD 4b.2 Points to body parts when prompted. PD 5 Nutrition: Follows healthy nutrition routines.

<ul style="list-style-type: none"> • Imitate and practice basic hygiene practices (e.g., use tissue to wipe nose, wash hands, attempt to brush teeth, cough into elbow). • Recognize basic health care workers. 	PD 5.2 Communicates the need to eat and feeds self some finger foods.
Older Toddler: 10.2 OT.A Discuss fundamental practices for good health. <i>The learner will:</i> <ul style="list-style-type: none"> • Establish and engage in individualized daily routines (e.g., eating, toileting, sleeping). • Use verbal and non-verbal cues to express needs (e.g., hunger, tired, toileting). • Engage in daily activities that promote good health (e.g., exercise, rest, eating, tooth brushing). • Practice basic hygiene practices with adult reminders (e.g., use tissue to wipe nose, wash hands, attempt to brush teeth, cough into elbow). • Discuss basic hygiene practices. • Ask and answer questions about health practices (e.g., “Why do I need a nap?”, explain that we need to eat well, get rest, and exercise to stay healthy). • Identify people that help keep us healthy. 	PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing PD 4a.3 With help, participates in self-care routines. PD 4b Personal Care: Understands bodily functions PD 4b.3 Identifies basic body parts. PD 5 Nutrition: Follows healthy nutrition routines. PD 5.3 Begins to identify familiar foods, anticipates the need to eat and feeds self with spoon or other utensil.
10.3 Safety and Injury Prevention	
A. SAFE AND UNSAFE PRACTICES BROAD STANDARD STATEMENT: Infants and toddlers will engage in basic safety practices.	
Infant: 10.3 I.A Respond to basic safety words. <i>The learner will:</i> <ul style="list-style-type: none"> • Stop behavior when told “no” or “stop.” • Look at adult before repeating a behavior. 	PD 3 Safety: Demonstrates safe practices PD 3.1 Reacts to unexpected noises, lights or sights. PD 3.2 Responds to possible dangers in environment and avoids them when prompted.
Young Toddler: 10.3 YT.A Cooperate with basic safety practices. <i>The learner will:</i> <ul style="list-style-type: none"> • Understand one-word rules such as “no” or “stop.” • Indicate that a behavior should not be done by saying “No, no.” 	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.

<ul style="list-style-type: none"> • Follow basic safety rules with adult reminders (e.g., “Use walking feet.” “Slide down the slide.” “Hold railing when climbing stairs.”). 	
<p>Older Toddler:</p> <p>10.3 OT.A Use and communicate about basic safety practices.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Respond appropriately when adult identifies an unsafe practice. • Understand clearly stated rules. • Ask questions about basic safety rules. • Indicate that a behavior should not be done. • Follow basic safety rules with adult reminders (e.g., “Use walking feet.” “Slide down the slide.” “Hold railing when climbing stairs.”). • Seek support when trying something new or meeting new people. • Participate in discussions about basic safety rules. 	<p>PD 3 Safety: Demonstrates safe practices</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>
10.4 Physical Activity – Gross Motor Coordination	
<p>A. CONTROL AND COORDINATION</p> <p>BROAD STANDARD STATEMENT: Infants and toddlers will gain control of their bodies and movements.</p>	
<p>Infant:</p> <p>10.4 I.A Develop control of the body.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Control head and back. • Coordinate movement of arms and legs. • Use body to move (e.g., rolling, pulling self to standing position, crawling, creeping). 	<p>PD 1 Gross Motor: Builds strength, coordination and balance of large muscles</p> <p>PD 1.1 Rolls, crawls, sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position.</p>
<p>Young Toddler:</p> <p>10.4 YT.A Control and coordinate the movement of the body.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Walk with increasing coordination. • Coordinate movements of arms, legs, and neck (e.g., throw a ball, kick a ball). • Climb or crawl in and out of things. • Attempt to jump. 	<p>PD 1 Gross Motor: Builds strength, coordination and balance of large muscles</p> <p>PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.</p>

<p>Older Toddler: 10.4 OT.A Combine and coordinate body movement.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Coordinate arm and leg movements when engaged in an activity (e.g., throw a ball, kick a ball, use riding toys). • Run with increasing speed and develop coordination. • Jump off low step, landing on two feet. • Throw object at target (e.g., beanbag in basket). • Climb and crawl in and out of things (e.g., navigate short ladder on play equipment). 	<p>PD 1 Gross Motor: Builds strength, coordination and balance of large muscles PD 1.3 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body.</p>
<p>B. BALANCE AND STRENGTH BROAD STANDARD STATEMENT: Infants and toddlers will exhibit and demonstrate balance and strength.</p>	
<p>Infant: 10.4 I.B Exhibit strength and balance in stationary body movements.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Pull self to sitting position. • Hold self in sitting position. • Sit and reach for objects without falling. • Pull self to standing position. • Stand with support. 	<p>PD 1 Gross Motor: Builds strength, coordination and balance of large muscles PD 1.1 Rolls, crawls, sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position.</p>
<p>Young Toddler: 10.4 YT.B Exhibit balance and strength when moving from place to place.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Squat to pick up toys. • Stand on tip-toes to reach for something. • Carry objects from one place to another. • Get in and out of chair. • Walk with one foot in front of the other. • Use steps (non-alternating feet) with support. • Attempt to jump. 	<p>PD 1 Gross Motor: Builds strength, coordination and balance of large muscles PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.</p>

<p>Older Toddler: 10.4 OT.B Demonstrate balance and strength when performing gross motor activities.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Sidestep across beam. • Jump off low step using two feet. • Jump over small objects. • Use steps (non-alternating feet) with support. • Kick a ball. • Carry objects from one place to another. 	<p>PD 1 Gross Motor: Builds strength, coordination and balance of large muscles PD 1.3 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body.</p>
<p>10.5 Concepts, Principles, and Strategies of Movement – Fine Motor Development</p>	
<p>A. STRENGTH, COORDINATION, AND MUSCLE CONTROL BROAD STANDARD STATEMENT: Infants and toddlers will develop control and coordination of the hands.</p>	
<p>Infant: 10.5 I.A Use fingers and hands to accomplish actions.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Hold objects in hands. • Use pincer grasp to pick up objects (e.g., cereal, banana slices, or small objects). • Transfer objects from hand to hand. • Imitate motions of basic finger plays. 	<p>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.</p>
<p>Young Toddler: 10.5 YT.A Coordinate use of fingers, hands and wrists to accomplish actions.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Manipulate a variety of objects. • Pick up more than one object in the same hand. • Transfer objects from one hand to another. • Twist wrists to turn hands. • Imitate motions of basic finger plays. • Hold object in one hand and manipulate it with another hand (e.g., tearing paper, brushing a doll's hair). 	<p>PD 2 Fine Motor: Builds strength and coordination of small movements PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self.</p>

<p>Older Toddler: 10.5 OT.A Coordinate use of fingers, hands, and wrists to accomplish actions.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Manipulate a variety of objects. • Pick up more than one object in the same hand. • Transfer objects from one hand to another. • Twist wrists to turn hands. • Imitate motions of basic finger plays. • Hold object in one hand and manipulate it with another hand (e.g., tearing paper, brushing a doll's hair, string larger beads). • Practice manual self-help skills (e.g., snapping, Velcro). 	<p>PD 2 Fine Motor: Builds strength and coordination of small movements</p> <p>PD 2.3 Opens, closes, twists and pulls objects with one or both hands. PD 2.4 Uses hands and fingers to manipulate objects, such as stringing large beads or snipping with scissors.</p>
<p>B. EYE/HAND COORDINATION BROAD STANDARD STATEMENT: Infants and toddlers will develop skills to manipulate toys and objects.</p>	
<p>Infant: 10.5 I.B Use eye and hand coordination to perform a task.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Pick up object and place in range of vision. • Pick up and manipulate objects. • Attempt to turn pages of a board book using thumb and fingertips. • Point to objects. 	<p>PD 2 Fine Motor: Builds strength and coordination of small movements</p> <p>PD 2.1 Reaches for objects in sight. Uses hands or feet to make contact with an object.</p>
<p>Young Toddler: 10.5 YT.B Coordinate eye and hand movements to perform a task.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Pick up object and place in range of vision. • Pick up and manipulate objects. • Attempt to turn pages of a book using thumb and fingertips. • Stack toys and blocks. • Place objects in containers. • Use nesting toys and place one inside another. • Point to objects. • Manipulate pieces of age-appropriate puzzles. 	<p>PD 2 Fine Motor: Builds strength and coordination of small movements</p> <p>PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self.</p>

<p>Older Toddler: 10.5 OT.B Coordinate eye and hand movements to perform a task.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Pick up and manipulate objects. • Stack toys and blocks. • Place objects in containers. • Use nesting toys and place one inside another. • Point to objects. • Manipulate pieces of a puzzle. • Hold book with one hand while turning pages with the other. 	<p>PD 2 Fine Motor: Builds strength and coordination of small movements</p> <p>PD 2.3 Opens, closes, twists and pulls objects with one or both hands. PD 2.4 Uses hands and fingers to manipulate objects, such as stringing large beads or snipping with scissors.</p>
<p>C. USE OF TOOLS BROAD STANDARD STATEMENT: Infants and toddlers will develop skills to use basic tools</p>	
<p>Infant: 10.5 I.C Manipulate basic tools.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Attempt to use feeding utensils. • Hold basic art implements and make marks on paper. 	<p>PD 2 Fine Motor: Builds strength and coordination of small movements</p> <p>PD 2.1 Reaches for objects in sight. Uses hands or feet to make contact with an object.</p>
<p>Young Toddler: 10.5 I.A Use fingers and hands to accomplish actions.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Use spoon and fork for eating. • Use writing or drawing tools with limited coordination. • Use cups to practice pouring. 	<p>PD 2 Fine Motor: Builds strength and coordination of small movements</p> <p>PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self.</p>
<p>Older Toddler: 10.5 OT.C Use basic tools demonstrating refined skills.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Use writing or drawing tools to make recognizable shapes, lines, or dots. • Use spoon and fork for eating. • Use cups to practice pouring. • Use safety scissors to make simple snips or cuts. • Use child-sized household or classroom tools (e.g., broom, plastic 	<p>PD 2 Fine Motor: Builds strength and coordination of small movements</p> <p>PD 2.3 Opens, closes, twists and pulls objects with one or both hands. PD 2.4 Uses hands and fingers to manipulate objects, such as stringing large beads or snipping with scissors.</p>

hammer, sponge, cloth). • Use basic tools to manipulate playdough.	
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APPROACHES TO LEARNING THROUGH PLAY: CONSTRUCTING, ORGANIZING, AND APPLYING KNOWLEDGE	
AL.1 Constructing and Gathering Knowledge	
A. CURIOSITY AND INITIATIVE	
<p>Pre-K: AL.1 PK.A Explore and ask questions to seek meaningful information about a growing range of topics, ideas, and tasks.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Use senses to explore and learn from the environment. • Show interest and interact with others about their work or actions. • Demonstrate interest in new materials and experiences that are introduced into the classroom. • Ask questions to understand something (e.g., “How does that work?”). • Watch others play and ask to join in. 	<p>SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.3 Begins to understand how things are connected and asks more complex questions about a familiar environment. SCI 1a.4 When given a question, guesses a possible answer or outcome.</p> <p>SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support. SCI 1b.4 Observes and uses prior knowledge to describe and record a scientific phenomenon with teacher prompting.</p>
B. RISK-TAKING	
<p>Pre-K: AL.1 PK.B Demonstrate a willingness to participate in new and challenging experiences.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Actively explore new materials that are introduced into the classroom. • Observe peers engaged in an unfamiliar or new activity before joining in. • Listen attentively to learn proper technique for a new skill, and then follow through using the learned technique. • State discomfort at trying something new, but make attempts to try after encouragement. • Differentiate between appropriate and inappropriate methods for learning information (e.g., understand that jumping from a high wall is a dangerous way to discover its height). 	<p>ATL 2a Flexibility & Play: Shows flexibility ATL 2a.3 With adult support, demonstrates ability to shift ideas, plan or imagination while working on a simple task or activity. ATL 2a.4 With adult support, demonstrates ability to shift ideas, plans or imagination while participating in complex tasks or role-play scenarios.</p> <p>ATL 2b Flexibility & Play: Engages in play ATL 2b.3 Watches others play and plays side by side with another person. ATL 2b.4 Joins a group and participates in group play. May have different purposes of play.</p>

C. STAGES OF PLAY	
<p>Pre-K: AL.1 PK.C Engage in complex play sequences with two or more children.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Use materials and objects to represent other objects. • Initiate cooperative play with peers by establishing roles and a simple play scenario (e.g., act out a doctor's office scenario, assigning a doctor and patients). • Extend play scenarios over more than one day. • Incorporate personal experiences and themes learned into play scenarios. • Engage in simple games with rules with adult reminders and support. 	<p>SED 3a Social relationships: Develops relationships with adults. SED 3a.3 Engages in interactions with new adults, but returns to the primary caregivers for comfort and support. SED 3a.4 Engages in positive back-and-forth interactions with new or familiar adults.</p> <p>SED 3b Social relationships: Develops relationships with peers SED 3b.3 Shows interest in interacting with peers and may demonstrate preference for specific peers. SED 3b.4 Engages in interactions with peers and has preferred friends that they play with consistently.</p> <p>SED 3c Social relationships: Participates cooperatively in groups SED 3c.3 Joins a group and participates in an activity when asked. SED 3c.4 With support from an adult, initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns.</p>
AL.2 Organizing and Understanding Information	
A. ENGAGEMENT AND ATTENTION	
<p>Pre-K: AL.2 PK.A Work toward completing a task, even if challenging, and despite interruptions.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • State when they are being distracted. • State when they are frustrated by a challenge. • Move away from distractions to complete a task 	<p>ATL 1a Attention & Persistence: Attends ATL 1a.3 Focuses on an engaging activity for a short period of time with adult reminders. ATL 1a.4 Focuses on an engaging activity for a short period of time independently.</p> <p>ATL 1b Attention & Persistence: Persists ATL 1b.3 Asserts a desire to start or end a preferred activity. Asks for help as needed. ATL 1b.4 Practices or repeats an activity until successful. Expresses delight over a successful project.</p>
B. TASK ANALYSIS	

<p>Pre-K: AL.2 PK.B Independently break simple tasks into steps and complete them one at a time.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Attend and follow through on two-step directions. • Explain a routine sequence. • Relate the steps necessary to complete a task or activity. • Relate the desired outcome or end goal of a task or activity. 	<p>ATL 1a Attention & Persistence: Attends ATL 1a.3 Focuses on an engaging activity for a short period of time with adult reminders. ATL 1a.4 Focuses on an engaging activity for a short period of time independently.</p> <p>ATL 1b Attention & Persistence: Persists ATL 1b.3 Asserts a desire to start or end a preferred activity. Asks for help as needed. ATL 1b.4 Practices or repeats an activity until successful. Expresses delight over a successful project.</p>
<p>C. PERSISTENCE</p>	
<p>Pre-K: AL.2 PK.C Attempt to accomplish challenging tasks by employing familiar and new strategies as needed.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Attempt to complete a task in more than one way (e.g., using materials in new ways, trial and error, breaking tasks into steps) before asking for help or stopping due to frustration. • Stick to a task after stating frustration. • Show pride in completion of a challenging task. 	<p>ATL 1a Attention & Persistence: Attends ATL 1a.3 Focuses on an engaging activity for a short period of time with adult reminders. ATL 1a.4 Focuses on an engaging activity for a short period of time independently.</p> <p>ATL 1b Attention & Persistence: Persists ATL 1b.3 Asserts a desire to start or end a preferred activity. Asks for help as needed. ATL 1b.4 Practices or repeats an activity until successful. Expresses delight over a successful project.</p>
<p>D. PATTERNING</p>	
<p>Pre-K: AL.2 PK.D Recognize and extend simple patterns.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Identify patterns in the environment (e.g., stripes on a flag). • Clap out rhythmic patterns. • Practice extending simple repeating patterns using manipulatives. 	<p>M 5 Patterns: Copies, creates and extends patterns M 5.3 Fills in the missing piece of an AB pattern. M 5.4 Copies, creates and extends AB patterns.</p> <p>CA 1b Music: Develops rhythm CA 1b.3 Claps to beat. May not always be consistent. CA 1b.4 Claps along to simple rhythm patterns.</p> <p>CA 2b Dance & Movement: Develops movement techniques CA 2b.3 Follows the movements of others. Explores personal space and direction. CA 2b.4 Demonstrates multiple ways to move body parts. Move to the</p>

	beat.
E. MEMORY	
<p>Pre-K: AL.2 PK.E Retain and recall information presented over a short period of time.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Relate information and/or experiences from the past. • Remember and update simple information (e.g., one's place in a story, song, or game if interrupted). • Engage in memory games. • Recall details from stories, events, and experiences. 	<p>ATL 1a Attention & Persistence: Attends ATL 1a.3 Focuses on an engaging activity for a short period of time with adult reminders. ATL 1a.4 Focuses on an engaging activity for a short period of time independently.</p> <p>SS 4 History & Sense of Time: Develops sense of time SS 4.3 Describes events as they happen. Uses words such as “first” and “then.” SS 4.4 Recalls information and events from the past. Recognizes sequence of events to establish a sense of order and time.</p>
AL.3 Applying Knowledge	
A. CREATIVITY	
<p>Pre-K: AL.3 PK.A Use music, art, and/or stories to express ideas, thoughts, and feelings.</p> <p>Reference 9.1.M PK.E; 9.1.D PK.E; 9.1.V PK.E; 1.4 PK.M; 1.5 PK.E</p>	<p>Reference 9.1.M PK.E; 9.1.D PK.E; 9.1.V PK.E; 1.4 PK.M; 1.5 PK.E</p>
B. INVENTION	
<p>Pre-K: AL.3 PK.B Produce and explain the purpose for a new creation.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Engage in a variety of creative activities. • Describe or draw a desired product (e.g., create a blueprint for a block structure). • Answer questions to explain the purpose of a creation. • Show pride in a creation. 	<p>ATL 2a Flexibility & Play: Shows flexibility ATL 2a.3 With adult support, demonstrates ability to shift ideas, plan or imagination while working on a simple task or activity. ATL 2a.4 With adult support, demonstrates ability to shift ideas, plans or imagination while participating in complex tasks or role-play scenarios.</p> <p>ATL 2b Flexibility & Play: Engages in play ATL 2b.3 Watches others play and plays side by side with another person. ATL 2b.4 Joins a group and participates in group play. May have different purposes of play.</p>
C. REPRESENTATION	

<p>Pre-K: AL.3 PK.C Use materials and objects to represent new concepts.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Use non-conforming objects to create representations of real life objects or activities (e.g., block for a phone, stick for a spoon). • Use real life objects to represent makebelieve or fantasy objects (e.g., spoon for a magic wand, broom for a flying horse). 	<p>CA 3a Visual Arts: Expresses through 2D and 3D visual art CA 3a.3 Explores a variety of artistic tools and media. CA 3a.4 Makes choices throughout the artistic process.</p> <p>CA 3b Visual Arts: Develops visual art techniques 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>CA 4b Drama: Uses and creates props to represent other objects or ideas CA 4b.3 Uses realistic toys as replacements for real objects. Distinguishes between real and pretend. CA 4b.4 Uses an object as a replacement for a realistic prop or real object.</p>
AL.4 Learning through Experience	
A. MAKING CONNECTIONS	
<p>Pre-K: AL.4 PK.A Relate knowledge learned from one experience to a similar experience in a new setting.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Relate personal (e.g., home, cultural, community) experiences during play, and other school activities. • Understand that appropriate activities and events may differ from home to school. • Share new skills or tasks learned or practiced outside of school setting (e.g., “Mommy taught me how to tie my shoe,” demonstrate a forward roll that was learned in a weekend gymnastics class). • Practice skills learned in whole group demonstration or role-play during center exploration. • Apply a skill to multiple tasks (e.g., use measuring cups in sensory table, outside, and in cooking activity). 	<p>SED 2b Self-Regulation: Follows routines and transitions SED 2b.3 Recognizes a familiar activity or routine and redirects to a new activity with support. SED 2b.4 Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change.</p>
B. RESILIENCY	
<p>Pre-K: AL.4 PK.B Recognize that everyone makes mistakes and that</p>	Reference 16.1 PK.C

<p>using positive coping skills can result in learning from the experience.</p> <p>Reference 16.1 PK.C</p>	
C. PROBLEM-SOLVING	
<p>Pre-K: AL.4 PK.C Attempt problem-solving activities to achieve a positive outcome.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Try new ways to complete a familiar task. • Attempt to complete a task in more than one way (e.g., using materials in new ways, trial and error, breaking tasks into steps) before asking for help or stopping due to frustration. • Ask questions to clarify problems. • Discuss the different ways used to accomplish a task or to solve a problem. • Recall and use a previously successful strategy. • Change plan if a better strategy presents itself. • Observe mistakes and note the effectiveness of a different solution (e.g., “That didn’t work because ...”). • Demonstrate increasing flexibility in a variety of situations, task, and activities. 	<p>SED 4a Problem-Solving: Solves problems SED 4a.3 Recognizes a problem and asks for adult help to solve the problem. SED 4a.4 Suggests and explores possible solutions to a problem with support from an adult.</p> <p>SED 4b Problem-solving: Responsible decision-making SED 4b.3 Identifies basic consequences of actions, such as “If I throw my toy, it might break.” SED 4b.4 With adult support, lists choices or solutions before making a decision.</p>

SOCIAL AND EMOTIONAL DEVELOPMENT: STUDENT INTERPERSONAL SKILLS	
16.1 Self-Awareness and Self-Management	
A. MANAGES EMOTIONS AND BEHAVIORS	
<p>Pre-K: 16.1 PK.A Distinguish between emotions and identify socially accepted ways to express them.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Recognize and label basic feelings. • Express feelings that are appropriate to the situation. 	<p>SED 1d Self-Awareness: Identifies emotions SED 1d.3 Recognizes and names a few personal feelings. SED 1d.4 Identifies and describes personal feelings.</p> <p>SED 2a Self-Regulation: Manages feelings and behavior SED 2a.3 Begins to use strategies to regulate emotions or behavior</p>

<ul style="list-style-type: none"> • Express feelings verbally or through play and artistic representation. • Name a range of feelings (e.g., excited, scared, angry, surprised). • Control negative responses by expressing them in appropriate ways (e.g., talking with a peer or telling a teacher). 	<p>with support from familiar adult.</p> <p>SED 2a.4 Uses a variety of strategies to regulate emotions or behavior. May still need adult prompting on occasion.</p>
B. INFLUENCES OF PERSONAL TRAITS ON LIFE	
<p>Pre-K: 16.1 PK.B Recognize that everyone has personal traits which guide behavior and choices.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Demonstrate awareness of self and one's own preferences. • Know and state independent thoughts and feelings. • Show pride in own accomplishments. • Demonstrate confidence in own abilities (e.g., "I can kick that ball really far."). • Choose materials and activities based on preferences and personal interests. 	<p>SED 1b Self-Awareness: Expresses needs and preferences</p> <p>SED 1b.3 Expresses likes and dislikes.</p> <p>SED 1b.4 When given two to three options, chooses their most desired option.</p>
C. RESILIENCY	
<p>Pre-K: 16.1 PK.C Recognize that everyone makes mistakes and that using positive coping skills can result in learning from the experience.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Stay calm when something does not go the way intended. • Strive to correct mistakes. • Move forward with a second attempt at something after the first attempt was unsuccessful. • Ask for help with a task after an unsuccessful attempt. 	<p>SED 1a Self-Awareness: Knows self and expresses confidence</p> <p>SED 1a.3 Name self and name basic body parts.</p> <p>SED 1a.4 Identifies characteristics of self.</p> <p>SED 1c Self-Awareness: Completes tasks independently</p> <p>SED 1c.3 Completes familiar tasks and activities independently. May still need adult support on occasion.</p> <p>SED 1c.4 Expresses interest in planning or trying new or complex tasks and activities with help.</p>
D. GOAL-SETTING	
<p>Pre-K: 16.1 PK.D Establish goals independently and recognize their influence on choices.</p> <p><i>The learner will:</i></p>	<p>ATL 1b Attention & Persistence: Persists</p> <p>ATL 1b.3 Asserts a desire to start or end a preferred activity. Asks for help as needed.</p> <p>ATL 1b.4 Practices or repeats an activity until successful. Expresses delight over a successful project.</p>

<ul style="list-style-type: none"> • Set and discuss goals for play and activities when asked. 	<p>ATL 2b Flexibility & Play: Engages in play ATL 2b.3 Watches others play and plays side by side with another person. ATL 2b.4 Joins a group and participates in group play. May have different purposes of play.</p>
16.2 Establishing and Maintaining Relationships	
A. RELATIONSHIPS – TRUST AND ATTACHMENT	
<p>Pre-K: 16.2 PK.A Interact with peers and adults in a socially acceptable manner.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Engage in reciprocal conversation with familiar peers and adults. • Respond to familiar adult's questions and directions. • Demonstrate appropriate affection for familiar adults and peers. • Seek out companionship from another child. • Use words denoting friendship. • Ask a child to play (e.g., "Do you want to make a block house with me?"). • Play cooperatively with a few peers for a sustained period of time. • Respond with empathy to others who are upset. • Share and take turns. • Respect feelings and belongings of others. 	<p>SED 3a Social relationships: Develops relationships with adults. SED 3a.3 Engages in interactions with new adults, but returns to the primary caregivers for comfort and support. SED 3a.4 Engages in positive back-and-forth interactions with new or familiar adults.</p>
B. DIVERSITY	
<p>Pre-K: 16.2 PK.B Identify similarities and differences between self and others.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Understand that each person has a set of unique characteristics. • Make drawings of people, including selfportraits, depicting body parts, clothing, and other physical characteristics. • Label personal characteristics. • Discuss the similarities and differences between self and others. • Understand that family structures may differ from one family to 	<p>SS 1c Culture & Community: Respect diversity SS 1c.3 Identifies similarities and differences between self and others. SS 1c.4 Respectfully participates in activities with others different than self.</p>

<p>another.</p> <ul style="list-style-type: none"> • Understand that the thoughts and feelings of others may differ from own. • Demonstrate respect for children's differences, including differences in thoughts and feelings. 	
C. COMMUNICATION	
<p>Pre-K: 16.2 PK.C Engage in reciprocal communication with adults and peers.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Communicate using detail related to topic being discussed including topics of personal interest, and special events. • Pose questions related to topic being discussed. • Respond to questions posed by adults and peers. • Allow wait time before responding. • Engage in turn-taking. 	<p>LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.3 Communicates needs, desires and ideas or asks simple questions. LLD 2a.4 Uses descriptions and observations to communicate information and answer questions, or asks more complex questions.</p> <p>LLD 2b Communication: Uses conversational skills LLD 2b.3 Responds on topic for one exchange. LLD 2b.4 Stays on topic for two to three exchanges.</p> <p>LLD 2c Communication: Uses sentence structure LLD 2c.3 Communicates using two- to four-word sentences. LLD 2c.4 Communicates in sentences. May not always follow grammatical rules.</p>
D. MANAGING INTERPERSONAL CONFLICTS	
<p>Pre-K: 16.2 PK.D Recognize that conflict occurs and distinguish between appropriate and inappropriate ways to resolve conflict. *See also 5.2 PK.B</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Use appropriate words and actions to express one's own desires. • Identify a problem and discuss possible solutions. • Solve simple conflicts with peers with independence (e.g., share, take turns, apologize, try something else, ask for help). • Begin to negotiate conflicts that arise using words before seeking help. • Use words during a conflict instead of physically responding. • Accept and attempt teacher's or others' ideas about new strategies to solve a conflict. 	<p>SED 1d Self-Awareness: Identifies emotions SED 1d.3 Recognizes and names a few personal feelings. SED 1d.4 Identifies and describes personal feelings.</p> <p>SED 2a Self-Regulation: Manages feelings and behavior SED 2a.3 Begins to use strategies to regulate emotions or behavior with support from familiar adult. SED 2a.4 Uses a variety of strategies to regulate emotions or behavior. May still need adult prompting on occasion.</p>

E. SUPPORT – ASKING FOR HELP	
<p>Pre-K: 16.2 PK.E Ask for and accept offers of help when needed or appropriate.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Attempt tasks independently before asking for help. • Recognize when help is needed. • Recognize appropriate sources of help (e.g., familiar adult, community helpers, peers). • Ask for adult help to solve a problem or to complete a task. • Respond appropriately to offers of help (e.g., “That’s okay, I can do it.” or “Yes, thank you.”). 	<p>SED 1b Self-Awareness: Expresses needs and preferences SED 1b.3 Expresses likes and dislikes. SED 1b.4 When given two to three options, chooses their most desired option.</p> <p>SED 3a Social relationships: Develops relationships with adults. SED 3a.3 Engages in interactions with new adults, but returns to the primary caregivers for comfort and support. SED 3a.4 Engages in positive back-and-forth interactions with new or familiar adults.</p>
16.3 Decision-Making and Responsible Behavior	
A. DECISION-MAKING SKILLS	
<p>Pre-K: 16.3 PK.A Interpret the consequences of choices.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Recognize unsafe situations and tell an adult. • Tell a peer when a rule is broken. • Warn a peer about a safety risk on the playground. • Encourage two friends who are having a dispute to “use their words and work it out.” • Discuss the reasons for having rules. 	<p>SED 1b Self-Awareness: Expresses needs and preferences SED 1b.3 Expresses likes and dislikes. SED 1b.4 When given two to three options, chooses their most desired option.</p> <p>SED 4b Problem-solving: Responsible decision-making SED 4b.3 Identifies basic consequences of actions, such as “If I throw my toy, it might break.” SED 4b.4 With adult support, lists choices or solutions before making a decision.</p>
B. UNDERSTANDING SOCIAL NORMS (Social Identity)	
<p>Pre-K: 16.3 PK.B Recognize there are socially acceptable ways to behave in different places.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Make transitions between places and people with minimal distress. • Use inside voices while indoors and outside voices when outdoors. • Cooperate in both large and small group activities that are facilitated by adult. 	<p>SED 2a Self-Regulation: Manages feelings and behavior SED 2a.3 Begins to use strategies to regulate emotions or behavior with support from familiar adult. SED 2a.4 Uses a variety of strategies to regulate emotions or behavior. May still need adult prompting on occasion.</p> <p>SED 2b Self-Regulation: Follows routines and transitions SED 2b.3 Recognizes a familiar activity or routine and redirects to a new activity with support.</p>

<ul style="list-style-type: none"> • Apply classroom rules to new situations. • Adjust to changes in routines and activities. • Follow rules and routines in classroom and other settings with reminders. 	<p>SED 2b.4 Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change.</p>
C. RESPONSIBLE ACTIVE ENGAGEMENT – EMPATHY	
<p>Pre-K: 16.3 PK.C Actively engage in assisting others when appropriate.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Respond with empathy to others who are upset. • Recognize when someone needs help and offer assistance. • Respect another’s attempts to complete tasks independently 	<p>SED 3d Social relationships: Identifies and respects emotions of others</p> <p>SED 3d.3 Recognizes the emotions of others and demonstrates concern for others.</p> <p>SED 3d.4 Explains how and why someone may be feeling a certain emotion.</p>

LANGUAGE AND LITERACY DEVELOPMENT: ENGLISH LANGUAGE ARTS	
1.1 Foundational Skills	
A. BOOK HANDLING	
<p>Pre-K: 1.1 PK.A Practice appropriate bookhandling skills.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Orient a book correctly. • Turn pages in order. • Use pointers or finger to track print on charts, posters, environmental print or in books. • Practice tracking from top to bottom and left to right with scaffolding. 	<p>LLD 5 Concepts of Print: Uses print concepts and explores books and other text</p> <p>LLD 5.3 Distinguishes between pictures and words. Identifies the front and back cover.</p> <p>LLD 5.4 Distinguishes between letters and words. Indicates where to start reading on a page.</p>
B. PRINT CONCEPTS	
<p>Pre-K: 1.1 PK.B Identify basic features of print.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Differentiate between numbers and letters and letters and words. • Recognize and name some upper and lower case letters of the 	<p>LLD 5 Concepts of Print: Uses print concepts and explores books and other text</p> <p>LLD 5.3 Distinguishes between pictures and words. Identifies the front and back cover.</p> <p>LLD 5.4 Distinguishes between letters and words. Indicates where to start reading on a page.</p>

alphabet.	
C. PHONOLOGICAL AWARENESS	
<p>Older Toddler: 1.1 PK.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Recognize rhyming words. • Recognize when two or more words begin with the same sound (alliteration). • Count syllables in spoken words. • Isolate and pronounce initial sounds. • Segment single-syllable spoken words into phonemes. 	<p>LLD 3a Phonological Awareness: Rhyme LLD 3a.3 Suggests a missing rhyming word within a poem or song. LLD 3a.4 Identifies when two words rhyme.</p> <p>LLD 3b Phonological Awareness: Hears large units of sound LLD 3b.3 Show s awareness of separate words in spoken language. LLD 3b.4 Blends large units of sound, such as compound words, syllables or onset-rime.</p> <p>LLD 3c Phonological Awareness: Hears small units of sound LLD 3c.3 Engages in word and sound play through songs and games. LLD 3c.4 Identifies and produces words that have the same beginning sound.</p>
D. PHONICS AND WORD RECOGNITION	
<p>Pre-K: 1.1 PK.D Develop beginning phonics and word skills.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Associate some letters with their names and sounds. • Identify familiar words and environmental print. 	<p>LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words LLD 4.3 Recognizes the first letter and letter sound in their name. LLD 4.4 Identifies five to ten upper- and lowercase letters and letter sounds.</p> <p>LLD 5 Concepts of Print: Uses print concepts and explores books and other text LLD 5.3 Distinguishes between pictures and words. Identifies the front and back cover. LLD 5.4 Distinguishes between letters and words. Indicates where to start reading on a page.</p>
E. FLUENCY	
<p>Pre-K: Emerging to ... Read emergent reader text with purpose and understanding.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Recite rhymes, songs, and familiar text while tracking with a finger or 	<p>LLD 3a Phonological Awareness: Rhyme LLD 3a.3 Suggests a missing rhyming word within a poem or song. LLD 3a.4 Identifies when two words rhyme.</p> <p>LLD 3b Phonological Awareness: Hears large units of sound LLD 3b.3 Show s awareness of separate words in spoken language.</p>

<p>pointer.</p> <ul style="list-style-type: none"> • Apply knowledge of letters, words, and sounds to read simple sentences. • Assemble letters to form words and words to form sentences and (pretend) to read the words or sentences back. 	<p>LLD 3b.4 Blends large units of sound, such as compound words, syllables or onset-rime.</p> <p>LLD 3c Phonological Awareness: Hears small units of sound LLD 3c.3 Engages in word and sound play through songs and games. LLD 3c.4 Identifies and produces words that have the same beginning sound.</p>
1.2 Reading Informational Text	
A. KEY IDEAS AND DETAILS- MAIN IDEA	
<p>Pre-K: 1.2 PK.A With prompting and support, retell key details of text that support a provided main idea.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Know that the details of a text can be used to support a main topic or idea. • Provide relevant details from a text which support a provided main idea. 	<p>LLD 6a Reading Comprehension: Responds to text 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.</p> <p>LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story LLD 6b.3 Identifies the characters and setting in a story. LLD 6b.4 Retells portions of a story using pictures, gestures or props.</p>
B. KEY IDEAS AND DETAILS – TEXT ANALYSIS	
<p>Pre-K: 1.2 PK.B Answer questions about a text.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Use specific details from the text to answer questions. • Answer “who” or “what” the text is about. • Answer “how” and/or “why” questions using specifics from the text. 	<p>LLD 5 Concepts of Print: Uses print concepts and explores books and other text LLD 5.3 Distinguishes between pictures and words. Identifies the front and back cover. LLD 5.4 Distinguishes between letters and words. Indicates where to start reading on a page.</p>
C. KEY IDEAS AND DETAILS	
<p>Pre-K: 1.2 PK.C With prompting and support, make connections between information in a text and personal experience.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Share personal experience and prior knowledge that is relevant to the text. 	<p>LLD 6a Reading Comprehension: Responds to text 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.</p> <p>LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story</p>

<ul style="list-style-type: none"> • Contribute relevant information to a K (know), W (what child wants to learn), L (what group learned) chart. • Choose text based on personal interests and experiences. 	LLD 6b.3 Identifies the characters and setting in a story. LLD 6b.4 Retells portions of a story using pictures, gestures or props.
E. CRAFT AND STRUCTURE – TEXT STRUCTURE	
Pre-K: 1.2 PK.E Identify the front cover, back cover, and title page of a book. <i>The learner will:</i> <ul style="list-style-type: none"> • Relate that texts are organized in a predictable format. • Identify the title page of a book. • Identify the front cover of a book. • Identify the back cover of a book. 	LLD 5 Concepts of Print: Uses print concepts and explores books and other text LLD 5.3 Distinguishes between pictures and words. Identifies the front and back cover. LLD 5.4 Distinguishes between letters and words. Indicates where to start reading on a page. LLD 6a Reading Comprehension: Responds to text 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.
F. CRAFT AND STRUCTURE-VOCABULARY	
Pre-K: 1.2 PK.F With prompting and support, answer questions about unfamiliar words read aloud from a text. <i>The learner will:</i> <ul style="list-style-type: none"> • Participate in discussions about unfamiliar words. • Connect prior understandings to unfamiliar words. 	LLD 2d Communication: Uses and expands vocabulary LLD 2d.3 Identifies familiar people, places and objects. Asks what a specific person or object is called. LLD 2d.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.
G. INTEGRATION OF KNOWLEDGE AND IDEAS – DIVERSE MEDIA	
Pre-K: 1.2 PK.G With prompting and support, answer questions to connect illustrations to the written word. <i>The learner will:</i> <ul style="list-style-type: none"> • Retell a simple sequence in a text using picture support. • Match pictures to ideas, objects, or steps in a sequence. • Describe pictures in a text in detail to answer specific questions about the text. 	LLD 6a Reading Comprehension: Responds to text 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.

I. INTEGRATION OF KNOWLEDGE AND IDEAS- ANALYSIS ACROSS TEXTS	
<p>Pre-K: 1.2 PK.I With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Recognize that texts have similar components that can be compared and contrasted (e.g., main ideas, details). • Participate in strategies that provide opportunities to compare and contrast texts and/or components of texts (e.g., Venn diagrams, T-charts). 	<p>LLD 6a Reading Comprehension: Responds to text LLD 6a.5 Relates to the characters or events of the story and shares a similar experience or object from their own life. LLD 6a.6 With support, compares similarities between two texts.</p>
J. VOCABULARY ACQUISITION AND USE	
<p>Pre-K: 1.2 PK.J Use new vocabulary and phrases acquired in conversations and being read to.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Talk about pictures using new vocabulary words or phrases. • Use new vocabulary in the context of dramatic play, daily routines, and classroom conversations. • Begin to use new vocabulary when asking questions or describing situations or objects 	<p>LLD 2d Communication: Uses and expands vocabulary LLD 2d.3 Identifies familiar people, places and objects. Asks what a specific person or object is called. LLD 2d.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p>
K. VOCABULARY ACQUISITION AND USE	
<p>Pre-K: 1.2 PK.K With prompting and support, clarify unknown words or phrases read aloud.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Recognize words or phrases that are unfamiliar to them. • Ask, “What does that mean?” • Talk about connections between familiar and unfamiliar words or phrases that mean similar things (e.g., grass, lawn). 	<p>LLD 2d Communication: Uses and expands vocabulary LLD 2d.3 Identifies familiar people, places and objects. Asks what a specific person or object is called. LLD 2d.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p>
L. RANGE OF READING	

<p>Pre-K: 1.2 PK.L With prompting and support, actively engage in group reading activities with purpose and understanding</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Ask and answer questions about text being read aloud. • Share relevant prior knowledge about text being read aloud. • Respond to and build on comments from other children. • Use ideas gained in group reading activities in other daily routines, learning centers, and activities. 	<p>LLD 5 Concepts of Print: Uses print concepts and explores books and other text LLD 5.3 Distinguishes between pictures and words. Identifies the front and back cover. LLD 5.4 Distinguishes between letters and words. Indicates where to start reading on a page.</p> <p>LLD 6a Reading Comprehension: Responds to text 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.</p>
1.3 Reading Literature	
A. KEY IDEAS AND DETAILS – THEME	
<p>Pre-K: 1.3 PK.A With prompting and support, retell a familiar story in a sequence with picture support.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Retell a story in sequential order using various materials. 	<p>LLD 6a Reading Comprehension: Responds to text 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.</p>
B. KEY IDEAS AND DETAILS – TEXT ANALYSIS	
<p>Pre-K: 1.3 PK.B Answer questions about a particular story (who, what, how, when, and where).</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Use specific details from the story to answer questions. 	<p>LLD 5 Concepts of Print: Uses print concepts and explores books and other text LLD 5.3 Distinguishes between pictures and words. Identifies the front and back cover. LLD 5.4 Distinguishes between letters and words. Indicates where to start reading on a page.</p> <p>LLD 6a Reading Comprehension: Responds to text 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.</p>
C. KEY IDEAS AND DETAILS – LITERARY ELEMENTS	
<p>Pre-K: 1.3 PK.C With prompting and support, answer questions to</p>	<p>LLD 6a Reading Comprehension: Responds to text LLD 6a.3 Talks about pictures and ideas in familiar stories.</p>

<p>identify characters, settings, and major events in a story</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Demonstrate understanding that “setting” is where a story takes place. • Demonstrate understanding that “characters” are people or animals who have a role in the story. • Respond to questions and prompts about characters, settings, and events during a read-aloud. 	<p>LLD 6a.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story.</p>
<p>D. CRAFT AND STRUCTURE- POINT OF VIEW</p>	
<p>Pre-K: 1.3 PK.D With prompting and support, name the author and illustrator of a story.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Understand that an author writes the story. • Understand that the illustrator draws the pictures. 	<p>LLD 6a Reading Comprehension: Responds to text 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 their own life.</p> <p>LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story LLD 6b.3 Identifies the characters and setting in a story. LLD 6b.4 Retells portions of a story using pictures, gestures or props. LLD 6b.5 With prompting, answers simple questions about the characters, setting and events in a story and retells a story.</p>
<p>E. CRAFT AND STRUCTURE- TEXT STRUCTURE</p>	
<p>Pre-K: 1.3 PK.E With prompting and support, recognize common types of text.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Understand that different types of texts are used for different purposes. • Understand that a storybook has characters, setting, and actions associated with words and, most often, illustrations. • Understand that a poem consists of words arranged in patterns of sound (e.g., rhyming words, alliteration). • Tell if a text is storybook or poem. • Differentiate between real and makebelieve. 	<p>LLD 5 Concepts of Print: Uses print concepts and explores books and other text LLD 5.3 Distinguishes between pictures and words. Identifies the front and back cover. LLD 5.4 Distinguishes between letters and words. Indicates where to start reading on a page.</p> <p>LLD 6a Reading Comprehension: Responds to text 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 their own life.</p>

	<p>LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story</p> <p>LLD 6b.3 Identifies the characters and setting in a story.</p> <p>LLD 6b.4 Retells portions of a story using pictures, gestures or props.</p> <p>LLD 6b.5 With prompting, answers simple questions about the characters, setting and events in a story and retells a story.</p>
F. CRAFT AND STRUCTURE- VOCABULARY	
<p>Pre-K: 1.3 PK.F Answer questions about unfamiliar words read aloud from a story.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Participate in discussions about unfamiliar words. • Connect prior understandings to unfamiliar words. 	<p>LLD 2d Communication: Uses and expands vocabulary</p> <p>LLD 2d.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.</p> <p>LLD 2d.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p>
G. INTEGRATION OF KNOWLEDGE AND IDEAS – SOURCES OF INFORMATION	
<p>Pre-K: 1.3 PK.G Describe pictures in books using detail.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Attach action and descriptive words to illustrations (e.g., “That man in the yellow hat is running fast.”). 	<p>LLD 6a Reading Comprehension: Responds to text</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>
H. INTEGRATION OF KNOWLEDGE AND IDEAS- TEXT ANALYSIS	
<p>Pre-K: 1.3 PK.H Answer questions to compare and contrast the adventures and experiences of characters in familiar stories.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Understand that characters within the same story or characters from different stories can be compared and contrasted. • Participate in strategies that provide opportunities to compare and contrast the experiences of characters (e.g., Venn diagrams, T-charts, dramatic play). 	<p>LLD 6a Reading Comprehension: Responds to text</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 their own life.</p> <p>LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story</p> <p>LLD 6b.3 Identifies the characters and setting in a story.</p> <p>LLD 6b.4 Retells portions of a story using pictures, gestures or props.</p> <p>LLD 6b.5 With prompting, answers simple questions about the</p>

	characters, setting and events in a story and retells a story.
I. VOCABULARY ACQUISITION AND USE- STRATEGIES	
<p>Pre-K: 1.3 PK.I With prompting and support, clarify unknown words or phrases read aloud.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Recognize words or phrases that are unfamiliar to them. • Ask, "What does that mean?" • Talk about connections between familiar and unfamiliar words or phrases that mean similar things (e.g., grass, lawn). 	<p>LLD 2d Communication: Uses and expands vocabulary LLD 2d.3 Identifies familiar people, places and objects. Asks what a specific person or object is called. LLD 2d.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p>
J. VOCABULARY ACQUISITION AND USE	
<p>Pre-K: 1.3 PK.J Use new vocabulary and phrases acquired in conversations and being read to.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Talk about pictures using new vocabulary words or phrases. • Use new vocabulary in the context of dramatic play, daily routines, and classroom conversations. • Begin to use new vocabulary when asking questions or describing situations or objects. 	<p>LLD 2d Communication: Uses and expands vocabulary LLD 2d.3 Identifies familiar people, places and objects. Asks what a specific person or object is called. LLD 2d.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p>
K. RANGE OF READING	
<p>Pre-K: 1.3 PK.K With prompting and support, actively engage in group reading activities with purpose and understanding</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Ask and answer questions about story or poem being read aloud. • Share relevant prior knowledge about text being read aloud. • Respond to and build on comments from other children. • Use ideas gained in group reading activities in other daily routines, learning centers, and activities. 	<p>LLD 6a Reading Comprehension: Responds to text 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.</p> <p>LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story LLD 6b.3 Identifies the characters and setting in a story. LLD 6b.4 Retells portions of a story using pictures, gestures or props.</p>
1.4 Writing	

A. INFORMATIVE/EXPLANATORY	
<p>Pre-K: 1.4 PK.A Draw/dictate to compose informative/ explanatory texts examining a topic.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Use illustration/dictation to convey meaning about a particular topic. • Create a picture about a nonfiction topic and talk about it. 	<p>LLD 7a Writing: Emergent writing LLD 7a.3 Marks or scribbles. Begins to make letter-like forms. LLD 7a.4 Writes letter-like forms or mock letters and letter strings from left to right.</p> <p>LLD 7b Writing: Uses writing to represent meaning LLD 7b.3 Scibbles and draws marks as a representation of an object or person. LLD 7b.4 Uses a combination of drawing, dictating and writing to explain who or what something represents.</p>
B. INFORMATIVE/EXPLANATORY- FOCUS	
<p>Pre-K: 1.4 PK.B With prompting and support, draw/ dictate about one specific topic.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Create a picture about a nonfiction topic and talk about it. 	<p>LLD 7a Writing: Emergent writing LLD 7a.3 Marks or scribbles. Begins to make letter-like forms. LLD 7a.4 Writes letter-like forms or mock letters and letter strings from left to right.</p> <p>LLD 7b Writing: Uses writing to represent meaning LLD 7b.3 Scibbles and draws marks as a representation of an object or person. LLD 7b.4 Uses a combination of drawing, dictating and writing to explain who or what something represents.</p>
C. INFORMATIVE/EXPLANATORY- ORGANIZATION	
<p>Pre-K: 1.4 PK.C With prompting and support, generate ideas to convey information.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Brainstorm ideas for pictures and stories. • Tell adult what she/he will draw. 	<p>LLD 7a Writing: Emergent writing LLD 7a.3 Marks or scribbles. Begins to make letter-like forms. LLD 7a.4 Writes letter-like forms or mock letters and letter strings from left to right.</p> <p>LLD 7b Writing: Uses writing to represent meaning LLD 7b.3 Scibbles and draws marks as a representation of an object or person. LLD 7b.4 Uses a combination of drawing, dictating and writing to explain who or what something represents.</p>
D. INFORMATIVE/EXPLANATORY- ORGANIZATION	

<p>Pre-K: 1.4 PK.D With prompting and support, make logical connections between drawing and dictation.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Understand that words are connected to print. • Work with adult to create words or sentences that relate to drawings. 	<p>LLD 7a Writing: Emergent writing LLD 7a.3 Marks or scribbles. Begins to make letter-like forms. LLD 7a.4 Writes letter-like forms or mock letters and letter strings from left to right.</p> <p>LLD 7b Writing: Uses writing to represent meaning LLD 7b.3 Scibbles and draws marks as a representation of an object or person. LLD 7b.4 Uses a combination of drawing, dictating and writing to explain who or what something represents.</p>
<p>F. INFORMATIVE/EXPLANATORY-CONVENTIONS OF LANGUAGE</p>	
<p>Pre-K: Emerging to ... Spell simple words phonetically</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Write symbols, letters, or letter-like shapes. • Attempt to reproduce own name and/or simple words, with most letters correct. 	<p>LLD 7a Writing: Emergent writing LLD 7a.3 Marks or scribbles. Begins to make letter-like forms. LLD 7a.4 Writes letter-like forms or mock letters and letter strings from left to right. LLD 7a.5 Writes first name and some letters. Begins to use inventive spelling. Letters may be out of order or backward.</p> <p>LLD 7b Writing: Uses writing to represent meaning LLD 7b.3 Scibbles and draws marks as a representation of an object or person. LLD 7b.4 Uses a combination of drawing, dictating and writing to explain who or what something represents. LLD 7b.5 Uses a combination of drawing, dictating and writing to record an event or idea.</p>
<p>M. NARRATIVE</p>	
<p>Pre-K: 1.4 PK.M Dictate narratives to describe real or imagined experiences or events.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Use illustration/dictation to convey meaning about an experience or event. • Create a picture about an experience or event and talk about it. 	<p>LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.3 Communicates needs, desires and ideas or asks simple questions. LLD 2a.4 Uses descriptions and observations to communicate information and answer questions, or asks more complex questions.</p> <p>LLD 2b Communication: Uses conversational skills LLD 2b.3 Responds on topic for one exchange. LLD 2b.4 Stays on topic for two to three exchanges.</p>

	<p>LLD 7b Writing: Uses writing to represent meaning LLD 7b.3 Scibbles and draws marks as a representation of an object or person. LLD 7b.4 Uses a combination of drawing, dictating and writing to explain who or what something represents.</p>
N. NARRATIVE-FOCUS	
<p>Pre-K: 1.4 PK.N Establish “who” and “what” the narrative will be about.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Generate ideas for writing. • Understand that “who” a story will be about refers to the person, animal, or animated object that the story will be about. • Understand that “what” a story will be about refers to the sequenced events that happen to the referenced “who.” • Respond when asked “who” or “what” a story is about, and follow through when drawing about or dictating the story 	<p>LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.3 Communicates needs, desires and ideas or asks simple questions. LLD 2a.4 Uses descriptions and observations to communicate information and answer questions, or asks more complex questions.</p> <p>LLD 2b Communication: Uses conversational skills LLD 2b.3 Responds on topic for one exchange. LLD 2b.4 Stays on topic for two to three exchanges.</p> <p>LLD 7b Writing: Uses writing to represent meaning LLD 7b.3 Scibbles and draws marks as a representation of an object or person. LLD 7b.4 Uses a combination of drawing, dictating and writing to explain who or what something represents.</p>
O. NARRATIVE- CONTENT	
<p>Pre-K: 1.4 PK.O With prompting and support, describe experiences and events.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • When prompted, provide details (e.g., descriptive words, feelings, and thoughts of the character) to further develop a story. • Tell adult what she/he has drawn/written about. 	<p>LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.3 Communicates needs, desires and ideas or asks simple questions. LLD 2a.4 Uses descriptions and observations to communicate information and answer questions, or asks more complex questions.</p> <p>LLD 2b Communication: Uses conversational skills LLD 2b.3 Responds on topic for one exchange. LLD 2b.4 Stays on topic for two to three exchanges.</p> <p>LLD 7b Writing: Uses writing to represent meaning LLD 7b.3 Scibbles and draws marks as a representation of an object or person.</p>

	LLD 7b.4 Uses a combination of drawing, dictating and writing to explain who or what something represents.
P. NARRATIVE- ORGANIZATION	
<p>Pre-K: 1.4 PK.P Recount a single event and tell about the events in the order in which they occurred.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Understand that stories can be told about a single event. • Understand that a single event is made up of a series of smaller events that are in a sequence (before, next, end). • Respond with a logical sequence of events when asked “what” their story is about. 	<p>LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.3 Communicates needs, desires and ideas or asks simple questions. LLD 2a.4 Uses descriptions and observations to communicate information and answer questions, or asks more complex questions.</p> <p>LLD 2b Communication: Uses conversational skills LLD 2b.3 Responds on topic for one exchange. LLD 2b.4 Stays on topic for two to three exchanges.</p> <p>LLD 7b Writing: Uses writing to represent meaning LLD 7b.3 Scibbles and draws marks as a representation of an object or person. LLD 7b.4 Uses a combination of drawing, dictating and writing to explain who or what something represents.</p>
R. NARRATIVE – CONVENTIONS OF LANGUAGE	
<p>Pre-K: Emerging to ... Spell simple words phonetically.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Write symbols, letters, or letter-like shapes. • Attempt to reproduce own name and/or simple words, with most letters correct. 	<p>LLD 7a Writing: Emergent writing LLD 7a.3 Marks or scribbles. Begins to make letter-like forms. LLD 7a.4 Writes letter-like forms or mock letters and letter strings from left to right.</p> <p>LLD 7b Writing: Uses writing to represent meaning LLD 7b.3 Scibbles and draws marks as a representation of an object or person. LLD 7b.4 Uses a combination of drawing, dictating and writing to explain who or what something represents.</p>
T. PRODUCTION AND DISTRIBUTION OF WRITING- WRITING PROCESS	
<p>Pre-K: 1.4 PK.T With guidance and support from adults and peers, respond to questions and suggestions, and add details as needed.</p>	<p>LLD 7a Writing: Emergent writing LLD 7a.3 Marks or scribbles. Begins to make letter-like forms. LLD 7a.4 Writes letter-like forms or mock letters and letter strings from</p>

<p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Understand that drawings and dictations can convey meaning to an audience. • Understand that stories may have to be changed to make meaning more clear. • Share work with others. • Participate in discussions about their work. • When prompted, make changes to work based on feedback. 	<p>left to right. LLD 7a.5 Writes first name and some letters. Begins to use inventive spelling. Letters may be out of order or backward.</p> <p>LLD 7b Writing: Uses writing to represent meaning LLD 7b.3 Scibbles and draws marks as a representation of an object or person. LLD 7b.4 Uses a combination of drawing, dictating and writing to explain who or what something represents. LLD 7b.5 Uses a combination of drawing, dictating and writing to record an event or idea.</p>
<p>V. CONDUCTING RESEARCH</p>	
<p>Pre-K: 1.4 PK.V Ask questions about topics of personal interest to gain information; with teacher guidance and support, locate information on the chosen topic.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Ask adults for explanations or information using why, how, where, and when questions (e.g., “Why do leaves turn colors?” “Why doesn’t Jamal like pizza?”). • Use a variety of resources (e.g., adults and peers, books, digital media, maps, recipes, experts) to find new information. 	<p>SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.3 Begins to understand how things are connected and asks more complex questions about a familiar environment. SCI 1a.4 When given a question, guesses a possible answer or outcome.</p> <p>SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support. SCI 1b.4 Observes and uses prior knowledge to describe and record a scientific phenomenon with teacher prompting.</p>
<p>W. CREDIBILITY, RELIABILITY, AND VALIDITY OF SOURCES</p>	
<p>Pre-K: 1.4 PK.W With guidance and support, recall information from experiences or books.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Respond to prompts which require reference to prior experiences. • Relate prior experiences and learning to a current topic. 	<p>LLD 6a Reading Comprehension: Responds to text 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.</p> <p>LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story LLD 6b.3 Identifies the characters and setting in a story. LLD 6b.4 Retells portions of a story using pictures, gestures or props.</p>
<p>X. RANGE OF WRITING</p>	

<p>Pre-K: Emerging to ... Write routinely over short time frames.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Engage in writing opportunities including journaling. • Ask adult to “write down the words” of his/her story or to his/her drawing. • Ask to revisit previous work. 	<p>LLD 7a Writing: Emergent writing LLD 7a.3 Marks or scribbles. Begins to make letter-like forms. LLD 7a.4 Writes letter-like forms or mock letters and letter strings from left to right. LLD 7a.5 Writes first name and some letters. Begins to use inventive spelling. Letters may be out of order or backward.</p> <p>LLD 7b Writing: Uses writing to represent meaning LLD 7b.3 Scibbles and draws marks as a representation of an object or person. LLD 7b.4 Uses a combination of drawing, dictating and writing to explain who or what something represents. LLD 7b.5 Uses a combination of drawing, dictating and writing to record an event or idea.</p>
<p>1.5 Speaking and Listening</p>	
<p>A. COMPREHENSION AND COLLABORATION – COLLABORATIVE DISCUSSION</p>	
<p>Pre-K: 1.5 PK.A Participate in collaborative conversations with peers and adults in small and larger groups.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Communicate using detail related to topic being discussed. • Pose questions related to topic being discussed. • Allow wait time before responding. • Engage in turn-taking. 	<p>LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.3 Communicates needs, desires and ideas or asks simple questions. LLD 2a.4 Uses descriptions and observations to communicate information and answer questions, or asks more complex questions.</p> <p>LLD 2b Communication: Uses conversational skills LLD 2b.3 Responds on topic for one exchange. LLD 2b.4 Stays on topic for two to three exchanges.</p> <p>LLD 2d Communication: Uses and expands vocabulary LLD 2d.3 Identifies familiar people, places and objects. Asks what a specific person or object is called. LLD 2d.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p>
<p>B. COMPREHENSION AND COLLABORATION- CRITICAL LISTENING</p>	
<p>Pre-K:</p>	<p>LLD 1a Listening: Understands and interprets language</p>

<p>1.5 PK.B Answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Respond to a question with an answer or details related to the topic being discussed. 	<p>LLD 1a.3 Shows understanding of a wide variety of phrases and sentences. LLD 1a.4 Listens then responds appropriately.</p> <p>LLD 1b Listening: Follows directions LLD 1b.3 Follows related two-step directions given verbally. LLD 1b.4 Follows unrelated two-step directions given verbally.</p>
<p>C. COMPREHENSION AND COLLABORATION – EVALUATING INFORMATION</p>	
<p>Pre-K: 1.5 PK.C Respond to what a speaker says to follow directions, seek help, or gather information.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Follow two-step directions. • Act upon or respond to simple statements and questions showing understanding of intent. 	<p>LLD 1a Listening: Understands and interprets language LLD 1a.3 Shows understanding of a wide variety of phrases and sentences. LLD 1a.4 Listens then responds appropriately.</p> <p>LLD 1b Listening: Follows directions LLD 1b.3 Follows related two-step directions given verbally. LLD 1b.4 Follows unrelated two-step directions given verbally.</p>
<p>D. PRESENTATION OF KNOWLEDGE AND IDEAS- PURPOSE, AUDIENCE, AND TASK</p>	
<p>Pre-K: 1.5 PK.D Use simple sentences; share stories, familiar experiences, and interests, speaking clearly enough to be understood by most audiences.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Talk about stories, experiences, and interests using some detail. • Use appropriate volume to be heard by group, paying attention to inside and outside voices. • Use appropriate pacing when speaking. 	<p>LLD 1a Listening: Understands and interprets language LLD 1a.3 Shows understanding of a wide variety of phrases and sentences. LLD 1a.4 Listens then responds appropriately.</p> <p>LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.3 Communicates needs, desires and ideas or asks simple questions. LLD 2a.4 Uses descriptions and observations to communicate information and answer questions, or asks more complex questions.</p> <p>LLD 2b Communication: Uses conversational skills LLD 2b.3 Responds on topic for one exchange. LLD 2b.4 Stays on topic for two to three exchanges.</p>
<p>E. PRESENTATION OF KNOWLEDGE AND IDEAS- CONTEXT</p>	

<p>Pre-K: 1.5 PK.E Use simple sentences; express thoughts, feelings, and ideas, speaking clearly enough to be understood by most audiences.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Talk about personal thoughts, feelings, and ideas. • Use appropriate volume to be heard by group, paying attention to inside and outside voices. • Use appropriate pacing when speaking. 	<p>LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.3 Communicates needs, desires and ideas or asks simple questions. LLD 2a.4 Uses descriptions and observations to communicate information and answer questions, or asks more complex questions.</p> <p>LLD 2b Communication: Uses conversational skills LLD 2b.3 Responds on topic for one exchange. LLD 2b.4 Stays on topic for two to three exchanges.</p> <p>LLD 2d Communication: Uses and expands vocabulary LLD 2d.3 Identifies familiar people, places and objects. Asks what a specific person or object is called. LLD 2d.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p>
<p>G. CONVENTIONS OF STANDARD ENGLISH</p>	
<p>Pre-K: 1.5 PK.G Demonstrate command of the conventions of standard English when speaking based on PreKindergarten level and content.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Speak in complete sentences that contain more than three words. • Use past tense. • Use plurals including those which do not end in “s.” • Use pronouns. • Use a variety of prepositions. 	<p>LLD 2c Communication: Uses sentence structure LLD 2c.3 Communicates using two- to four-word sentences. LLD 2c.4 Communicates in sentences. May not always follow grammatical rules.</p> <p>LLD 2d Communication: Uses and expands vocabulary LLD 2d.3 Identifies familiar people, places and objects. Asks what a specific person or object is called. LLD 2d.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p>
<p>MATHEMATICAL THINKING AND EXPRESSION: EXPLORING, PROCESSING, AND PROBLEM-SOLVING</p>	
<p>2.1 Numbers and Operations</p>	
<p>A.1. COUNTING AND CARDINALITY – CARDINALITY</p>	
<p>Pre-K: 2.1 PK.A.1 Know number names and the count sequence.</p>	<p>M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers</p>

<p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Name numerals up to 10. • Rote count up to 20. • Match a numeral to a set of 0–10 objects. • Represent a number of objects with a written numeral 0–10. • Differentiate numerals from letters. • Counts on when a specific number is provided. 	<p>M 1c.3 Points to one object at a time while counting up to five. M 1c.4 Counts up to ten objects and indicates that the last number counted tells how many objects were counted.</p> <p>M 1d Number Sense: Number quantities and comparison M 1d.3 Recognizes amounts up to three without counting. M 1d.4 Recognizes amounts up to five without counting. Creates and counts groups of up to five objects and identifies which group has more, less or if they are equal.</p>
<p>A.2. COUNTING AND CARDINALITY – COUNTING</p>	
<p>Pre-K: 2.1 PK.A.2 Count to tell the number of objects.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Subitize (visually quantify) to determine how many: attach a numerical value to a set of objects without counting up to six. • Use one-to-one correspondence when counting to 10. • State the total number of objects counted, demonstrating understanding that the last number named tells the number of objects counted. • Use counting and numbers as part of play and as a means for determining quantity. 	<p>M 1a Number Sense: Verbally counts numbers M 1a.3 Verbally counts to five. M 1a.4 Verbally counts to ten.</p> <p>M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers M 1c.3 Points to one object at a time while counting up to five. M 1c.4 Counts up to ten objects and indicates that the last number counted tells how many objects were counted.</p> <p>M 1d Number Sense: Number quantities and comparison M 1d.3 Recognizes amounts up to three without counting. M 1d.4 Recognizes amounts up to five without counting. Creates and counts groups of up to five objects and identifies which group has more, less or if they are equal.</p>
<p>A.3. COUNTING AND CARDINALITY – COMPARING</p>	
<p>Pre-K: 2.1 PK.A.3 Compare numbers.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Create sets of objects with same and different amounts. • Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group up to 10. • Compare two numbers between 1 and 5 when presented as written numerals. • Practice use of mathematical vocabulary to compare numbers of 	<p>M 1d Number Sense: Number quantities and comparison M 1d.3 Recognizes amounts up to three without counting. M 1d.4 Recognizes amounts up to five without counting. Creates and counts groups of up to five objects and identifies which group has more, less or if they are equal.</p> <p>M 4b Measurement: Compares and orders M 4b.3 Compares and orders two to three objects. Identifies the first object.</p>

objects.	M 4b.4 Compares and orders up to five objects. Describes order using words like first, second and third.
MP. COUNTING AND CARDINALITY – MATHEMATICAL PROCESSES	
<p>Pre-K: 2.1 PK.MP Use mathematical processes when quantifying, comparing, representing, and modeling numbers.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Engage in numerical play. • Persist in numerical play (Reference AL.2 PK.C). • When prompted, communicate thinking while engaged in numerical play. • Talk and listen to peers during numerical play. • Use common forms of numerical representation (e.g., fingers, tally marks, dots). 	<p>M 1a Number Sense: Verbally counts numbers M 1a.3 Verbally counts to five. M 1a.4 Verbally counts to ten.</p> <p>M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers M 1c.3 Points to one object at a time while counting up to five. M 1c.4 Counts up to ten objects and indicates that the last number counted tells how many objects were counted.</p> <p>M 2a Spatial Awareness: Understands how objects move in space. M 2a.3 Recognizes objects that are upside-down and turns them right-side up. Puts together three pieces to create a whole object. M 2a.4 Moves objects to assemble a whole, such as simple puzzles with prompting.</p>
2.2 Algebraic Concepts	
A.1. OPERATIONS AND ALGEBRAIC THINKING	
<p>Older Toddler: 2.2 PK.A.1 Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. • Explain adding and subtracting sets of objects up to and including six, using basic math vocabulary (e.g., putting together, adding to, taking away, taking apart, taking from). • Join sets of objects. • Separate sets of objects. • Add objects to a set and tell a number story about it. 	<p>M 1e Number Sense: Addition and subtraction M 1e.3 Adds and subtracts by adding or removing objects and demonstrating understanding of the total up to three. M 1e.4 Adds and subtracts by adding to a removing objects and recounting to find the total up to five.</p> <p>M 6 Classification: Sorts and graphs M 6.3 Sorts objects by one feature. [2] M 6.4 After sorting objects by one feature, sorts again by a different feature. [3]</p>

MP. MATHEMATICAL PROCESSES	
<p>Pre-K: 2.2 PK.MP Use mathematical processes when representing relationships.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Engage in mathematical play. • Persist in mathematical play (Reference AL.2 PK.C). • Problem-solve during mathematical play (Reference AL.4 PK.C). • When prompted, communicate thinking while engaged in mathematical play. • Talk and listen to peers during mathematical play. • Use common forms of numerical representation (e.g., fingers, tally marks, dots). 	<p>SED 4a Problem-Solving: Solves problems SED 4a.3 Recognizes a problem and asks for adult help to solve the problem. SED 4a.4 Suggests and explores possible solutions to a problem with support from an adult.</p> <p>SED 4b Problem-solving: Responsible decision-making SED 4b.3 Identifies basic consequences of actions, such as “If I throw my toy, it might break.” SED 4b.4 With adult support, lists choices or solutions before making a decision.</p>
2.3 Geometry	
A.1. GEOMETRY – IDENTIFICATION	
<p>Pre-K: 2.3 PK.A.1 Identify and describe shapes.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Describe objects in the environment using names of shapes. • Recognize and describe the attributes of geometric figures. • Describe the relative positions of objects using terms such as above, below, beside, in front of, behind, and next to. • Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (solid). 	<p>M 3 Shapes: Identifies shapes and their characteristics M 3.3 Identifies one to three two-dimensional shapes. M 3.4 Identifies four to six two-dimensional shapes.</p>
A.2. GEOMETRY – APPLICATION	
<p>Pre-K: 2.3 PK.A.2 Analyze, compare, create, and compose shapes.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts, and other attributes. • Model shapes in the world by building shapes from components and 	<p>M 3 Shapes: Identifies shapes and their characteristics M 3.3 Identifies one to three two-dimensional shapes. M 3.4 Identifies four to six two-dimensional shapes.</p> <p>CA 3b Visual Arts: Develops visual art techniques 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>drawing shapes.</p> <ul style="list-style-type: none"> • Use geoboards to create shapes with rubber bands. • Use simple shapes to compose larger shapes. 	
MP. GEOMETRY – MATHEMATICAL PROCESSES	
<p>Pre-K: 2.3 PK.MP Use mathematical processes when drawing, constructing, modeling, and representing shapes.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Engage in geometric play. • Persist in geometric play (Reference AL.2 PK.C). • Problem-solve during geometric play (Reference AL.4 PK.C). • When prompted, communicate thinking while engaged in geometric play. • Talk and listen to peers during geometric play 	<p>M 2a Spatial Awareness: Understands how objects move in space. M 2a.3 Recognizes objects that are upside-down and turns them right-side up. Puts together three pieces to create a whole object. M 2a.4 Moves objects to assemble a whole, such as simple puzzles with prompting.</p> <p>M 2b Spatial Awareness: Determines object location M 2b.3 Finds or places objects next to, between, in front of or behind self. M 2b.4 When prompted, places objects next to, between, in front of or behind objects not related to self.</p> <p>M 3 Shapes: Identifies shapes and their characteristics M 3.3 Identifies one to three two-dimensional shapes. M 3.4 Identifies four to six two-dimensional shapes.</p> <p>Note: Reference AL.2 OT.C, Reference AL.4 OT.C</p>
2.4 Measurement, Data, and Probability	
A.1. MEASUREMENT AND DATA – MEASUREMENT	
<p>Pre-K: 2.4 PK.A.1 Describe and compare measurable attributes of length and weights of everyday objects.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Recognize attributes of objects that can be measured. • Measure objects using non-standard items (e.g., hands, shoes, yarn, blocks). • Practice use of standard measurement tools. • Practice using measurement vocabulary. • Sort and order by one attribute. • Use ordinal number words to describe the position of objects (first, second, last). 	<p>LLD 2d Communication: Uses and expands vocabulary LLD 2d.3 Identifies familiar people, places and objects. Asks what a specific person or object is called. LLD 2d.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p> <p>M 4a Measurement: Measures and estimates M 4a.3 Determines which object is bigger when given two to three objects. M 4a.4 Identifies that things can be measured and uses nonstandard measurement tools. Uses measurement vocabulary such as weight, length or volume.</p>

<ul style="list-style-type: none"> • Compare two objects with a measurable attribute in common to see which object has “more of”/“less of” the attribute and describe the difference. 	<p>M 4b Measurement: Compares and orders M 4b.3 Compares and orders two to three objects. Identifies the first object. M 4b.4 Compares and orders up to five objects. Describes order using words like first, second and third.</p>
A.4. MEASUREMENT AND DATA – DATA	
<p>Pre-K: 2.4 PK.A.4 Classify objects and count the number of objects in each category.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Classify up to 10 objects using one attribute into categories. • Display the number of objects in each category. • Count and compare the quantities of each category to describe which category has “more of”/“less of” the attribute. 	<p>M 6 Classification: Sorts and graphs M 6.3 Sorts objects by one feature. [2] M 6.4 After sorting objects by one feature, sorts again by a different feature. [3]</p>
MP. MEASUREMENT AND DATA – MATHEMATICAL PROCESSES	
<p>Pre-K: 2.4 PK.MP Use mathematical processes when measuring; representing, organizing, and understanding data.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Engage in activities that include measuring, representing, organizing, and understanding data. • Persist in activities that include measuring, representing, organizing, and understanding data (Reference AL.2 PK.C). • Problem-solve in activities that include measuring, representing, organizing, and understanding data (Reference AL.4 PK.C). • When prompted, communicate thinking while engaged in activities that include measuring, representing, organizing, and understanding data. • Talk and listen to peers during activities that include measuring, representing, organizing, and understanding data. 	<p>M 4a Measurement: Measures and estimates M 4a.3 Determines which object is bigger when given two to three objects. M 4a.4 Identifies that things can be measured and uses nonstandard measurement tools. Uses measurement vocabulary such as weight, length or volume.</p> <p>M 4b Measurement: Compares and orders M 4b.3 Compares and orders two to three objects. Identifies the first object. M 4b.4 Compares and orders up to five objects. Describes order using words like first, second and third.</p> <p>M 6 Classification: Sorts and graphs M 6.3 Sorts objects by one feature. [2] M 6.4 After sorting objects by one feature, sorts again by a different feature. [3]</p>

SCIENTIFIC THINKING AND TECHNOLOGY: EXPLORING, SCIENTIFIC INQUIRY, AND DISCOVERY	
3.1 Life Science	
ORGANIZATION FOR MATTER AND ENERGY FLOW IN ORGANISMS 3.1 PK.A: Use observations to identify and describe what plants and animals (including humans) need to survive.	
<p>Pre-K: There are differences between living and non-living things. All living things have basic needs that allow them to live and grow.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Sort objects by living and non-living. • Categorize common living things into plants and animals. • State that living things need air, food, and water to survive. • Observe the effect of darkness and light on growing plants. • Tell the parts of a person, animal, or plant. • Draw a picture of a person, an animal, or a plant including most of the major observable features. • Ask questions about objects, organisms, and events. • Use the five senses and simple equipment to gather data. • Collect objects during a nature walk. • Describe observations accurately. • Compare observations with others. • Make a prediction about the result of the experiment. 	<p>SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.3 Begins to understand how things are connected and asks more complex questions about a familiar environment. SCI 1a.4 When given a question, guesses a possible answer or outcome.</p> <p>SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support. SCI 1b.4 Observes and uses prior knowledge to describe and record a scientific phenomenon with teacher prompting.</p> <p>SCI 2a Natural & Earth Science: Understanding living and nonliving things. SCI 2a.3 Identifies familiar natural materials, animals or plants and groups them by common characteristics. SCI 2a.4 Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move.</p>
<p>Pre-K: Plants and animals grow and change.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Observe and document the growth of a living thing through drawings, writing, and/or photos. • Describe changes in people and animals over time (e.g., losing teeth, growing out of clothing, beans sprouting). • Care for plants and animals in the classroom. • Identify changes that occur to animals during the seasons. 	<p>SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.3 Begins to understand how things are connected and asks more complex questions about a familiar environment. SCI 1a.4 When given a question, guesses a possible answer or outcome.</p> <p>SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support.</p>

	<p>SCI 1b.4 Observes and uses prior knowledge to describe and record a scientific phenomenon with teacher prompting.</p> <p>SCI 2a Natural & Earth Science: Understanding living and nonliving things. SCI 2a.3 Identifies familiar natural materials, animals or plants and groups them by common characteristics. SCI 2a.4 Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move.</p>
3.2 Physical Science	
STRUCTURE AND PROPERTIES OF MATTER 3.2 PK.A: Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.	
<p>Pre-K: Different kinds of matter exist, and matter can be described and classified by its observable properties.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Recognize the different types of matter (e.g., solid, liquid, gas). • Describe objects according to size, shape, color, or properties of matter. • Collect items and sort them according to shape, color, or other attributes. • Recognize that matter takes on different shapes depending upon its type (e.g., solids have a definite shape, liquids take the shape of their container, gas lacks shape and is present everywhere). • Ask questions about objects. • Use the five senses and simple equipment to gather data. • Make a prediction about the results of the experiment. 	<p>SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support. SCI 1b.4 Observes and uses prior knowledge to describe and record a scientific phenomenon with teacher prompting.</p> <p>SCI 3a Physical Science: Explores forces and motion SCI 3a.3 Explores motion by moving, rolling, blowing on or dropping a toy. SCI 3a.4 Explains how vehicles, animals and people move.</p> <p>SCI 3b Physical Science: Explores the physical properties of materials SCI 3b.3 Begins to name colors. SCI 3b.4 Describes basic physical properties of objects, such as textures and colors.</p>
<p>Pre-K: Matter can change depending on temperature.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Point out when a change in matter occurs. • Observe differences in water (e.g., ice cube or snow melting and freezing). 	<p>SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support. SCI 1b.4 Observes and uses prior knowledge to describe and record a scientific phenomenon with teacher prompting.</p> <p>SCI 3a Physical Science: Explores forces and motion</p>

<ul style="list-style-type: none"> • Notice changes in food substances during cooking. • Experiment with changes in matter. • Experiment with changes in substances when combined. 	<p>SCI 3a.3 Explores motion by moving, rolling, blowing on or dropping a toy.</p> <p>SCI 3a.4 Explains how vehicles, animals and people move.</p> <p>SCI 3b Physical Science: Explores the physical properties of materials</p> <p>SCI 3b.3 Begins to name colors.</p> <p>SCI 3b.4 Describes basic physical properties of objects, such as textures and colors.</p>
<p>FORCES AND MOTION</p> <p>3.2 PK.A: Participate in investigations to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.</p>	
<p>Pre-K:</p> <p>Pushing or pulling on an object can change the speed or direction of its motion and can start or stop it.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Comment about the speed or direction of objects during play. • Demonstrate an understanding of fast, slow, back, forth, start and stop. • Use the five senses and simple equipment to gather data. • Experiment with objects or ideas to obtain a result. • Make predictions about an outcome (e.g., What might happen to a kite when the wind blows or slows down?). • Describe observations accurately. • Compare observations with others. • Push or pull objects with varying size, shape, and weights. 	<p>SCI 1a Investigation & Inquiry: Asks questions and makes predictions.</p> <p>SCI 1a.3 Begins to understand how things are connected and asks more complex questions about a familiar environment.</p> <p>SCI 1a.4 When given a question, guesses a possible answer or outcome.</p> <p>SCI 1b Investigation & Inquiry: Observes, describes and records</p> <p>SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support.</p> <p>SCI 1b.4 Observes and uses prior knowledge to describe and record a scientific phenomenon with teacher prompting.</p> <p>SCI 3a Physical Science: Explores forces and motion</p> <p>SCI 3a.3 Explores motion by moving, rolling, blowing on or dropping a toy.</p> <p>SCI 3a.4 Explains how vehicles, animals and people move.</p>
<p>TYPES OF INTERACTIONS</p> <p>3.2 PK.B: Participate in investigations to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.</p>	
<p>Pre-K:</p> <p>Pushes and pulls can have different strengths and directions and</p>	<p>SCI 3a Physical Science: Explores forces and motion</p> <p>SCI 3a.3 Explores motion by moving, rolling, blowing on or dropping a</p>

<p>when objects touch or collide, they push on one another and can change motion.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Demonstrate an understanding of push and pull. • Participate in activities that involve changes in strength and direction in the pushing and pulling of objects and discuss the outcomes. • Make predictions about an outcome (e.g., What might happen to a car that is pushed up or down a hill?). • Describe observations accurately. • Compare observations with others. • Push or pull objects using varying strengths and directions. 	<p>toy.</p> <p>SCI 3a.4 Explains how vehicles, animals and people move.</p> <p>SCI 3b Physical Science: Explores the physical properties of materials</p> <p>SCI 3b.3 Begins to name colors.</p> <p>SCI 3b.4 Describes basic physical properties of objects, such as textures and colors.</p>
<p>CONSERVATION OF ENERGY AND ENERGY TRANSFER</p> <p>3.2 PK.C: Recognize that light from the sun has an effect on the earth's surface.</p>	
<p>Pre-K:</p> <p>Sunlight warms the earth's surface.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Understand the earth's surface could include rocks, sand, soil, water. • Participate in investigations of the effect of the sun on the earth's surface. 	<p>SCI 2a Natural & Earth Science: Understanding living and nonliving things.</p> <p>SCI 2a.3 Identifies familiar natural materials, animals or plants and groups them 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 Natural & Earth Science: Demonstrates knowledge of Earth's environment</p> <p>SCI 2b.3 Recognizes day and night. Notices changes in temperature and weather.</p> <p>SCI 2b.4 Identifies the climate and weather in the immediate environment and describes ways to care for the natural world.</p>
<p>CONSERVATION OF ENERGY AND ENERGY TRANSFER</p> <p>3.2 PK.D: Participate in simple investigations that will reduce the warming effect of sunlight.</p>	
<p>Pre-K:</p> <p>Placing an object between the sun and the earth's surface will reduce the warming effect of the sunlight.</p> <p><i>The learner will:</i></p>	<p>SCI 2a Natural & Earth Science: Understanding living and nonliving things.</p> <p>SCI 2a.3 Identifies familiar natural materials, animals or plants and groups them by common characteristics.</p> <p>SCI 2a.4 Demonstrates an understanding that all people have needs.</p>

<ul style="list-style-type: none"> • Comment on the impact an object has when placed between the sun and the earth's surface (e.g., umbrellas, canopies, and tents). • Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area. <p>Reference 3.5.PK.M</p>	<p>Identifies if an object can grow, eat or move.</p> <p>SCI 2b Natural & Earth Science: Demonstrates knowledge of Earth's environment</p> <p>SCI 2b.3 Recognizes day and night. Notices changes in temperature and weather.</p> <p>SCI 2b.4 Identifies the climate and weather in the immediate environment and describes ways to care for the natural world.</p>
<p>3.3 Earth and Space Science</p>	
<p>WEATHER AND CLIMATE</p> <p>3.3 PK.A: Identify seasons that correspond with observable conditions and identify how weather affects daily life.</p>	
<p>Pre-K:</p> <p>Seasons correspond with observable conditions and weather affects daily life.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Name the four seasons and an observable condition for that season (e.g., falling leaves, snow, rain, buds on trees, or green grass). • Match types of clothing or activities to seasonal weather conditions (e.g., we use an umbrella when it is raining; we wear coats, hats, scarves, and mittens when it's cold outside). • Use a thermometer as a tool for measuring temperature. • Talk about current weather events that affect the community. 	<p>SCI 2b Natural & Earth Science: Demonstrates knowledge of Earth's environment</p> <p>SCI 2b.3 Recognizes day and night. Notices changes in temperature and weather.</p> <p>SCI 2b.4 Identifies the climate and weather in the immediate environment and describes ways to care for the natural world.</p>
<p>3.4 Environmental Literacy and Sustainability</p>	
<p>AGRICULTURAL AND ENVIRONMENTAL SYSTEMS AND RESOURCES</p> <p>3.4 PK.A: Identify natural resources available to people in their daily lives.</p>	
<p>Pre-K:</p> <p>Living things, including humans, need water, air, and resources from the land; and they live in places that have the things they need.</p> <p><i>The learner will:</i></p>	<p>SCI 2a Natural & Earth Science: Understanding living and nonliving things.</p> <p>SCI 2a.3 Identifies familiar natural materials, animals or plants and groups them by common characteristics.</p> <p>SCI 2a.4 Demonstrates an understanding that all people have needs.</p>

<ul style="list-style-type: none"> • State that living things need air, food, and water to survive. • Understand that the things we use can be made from things found in the environment. • Match simple items used by people to its natural resource (e.g., milk to cow, wood for building to tree, wool to sheep). • Understand that natural resources are materials that come from the environment and are used by people. • Discuss and use natural items collected from the immediate environment. • Label human needs as air, food, water, shelter, clothing. 	Identifies if an object can grow, eat or move.
SUSTAINABILITY AND STEWARDSHIP 3.4 PK.D: Engage in activities that reduce the impact of humans on the local environment.	
<p>Pre-K: Things people do impact the world around them. People can make choices that reduce those impacts.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Identify how litter can have a negative impact on the environment. • Participate in experiments that show how litter can impact the environment. • Identify ways that litter should be handled. • Sort waste into those things that can be recycled and those things that cannot. • Practice recycling as part of classroom routine. 	SCI 2a Natural & Earth Science: Understanding living and nonliving things. SCI 2a.3 Identifies familiar natural materials, animals or plants and groups them by common characteristics. SCI 2a.4 Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move.
3.5 Technology and Engineering	
APPLYING, MAINTAINING, AND ASSESSING TECHNOLOGICAL PRODUCTS AND SYSTEMS 3.5 PK.A: Identify and use everyday symbols.	
<p>Pre-K: Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions.</p> <p>Reference 9.1.V PK.E</p>	LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.3 Communicates needs, desires and ideas or asks simple questions. LLD 2a.4 Uses descriptions and observations to communicate information and answer questions, or asks more complex questions.

<p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Label symbols including road signs, symbols for persons with disabilities, and icons on a screen. • Use symbols to represent or communicate an idea or a solution to a problem. 	<p>LLD 2d Communication: Uses and expands vocabulary LLD 2d.3 Identifies familiar people, places and objects. Asks what a specific person or object is called. LLD 2d.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p> <p>SCI 4 Technology: Uses tools and technology to perform tasks SCI 4.3 Explores movable parts on toys. SCI 4.4 Explores simple tools or interacts with simple types of technology.</p>
3.5 PK.C: Identify various technologies used in everyday life.	
<p>Pre-K: Technology impacts daily living and can be used as a tool for understanding the world and communicating with others.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Label technology with appropriate vocabulary when using or shown (e.g., telephone, cell phone, computer, TV, camera, tablet, e-reader, Smart board). • Discuss personal experiences with technology 	<p>SCI 4 Technology: Uses tools and technology to perform tasks SCI 4.3 Explores movable parts on toys. SCI 4.4 Explores simple tools or interacts with simple types of technology. SCI 4.5 Experiments with tools or technology to solve problems or accomplish tasks.</p>
3.5 PK.E: Explain the helpful and harmful effects of technology.	
<p>Pre-K: Use of technology impacts humans and the environment.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Label technology with appropriate vocabulary when using or shown (e.g., telephone, cell phone, computer, TV, camera, tablet, e-reader, Smart board). • Discuss personal experiences with technology. • Identify how technology affects daily lives. • Describe different types of technology. • Discuss how technology use could be helpful or harmful. 	<p>SCI 4 Technology: Uses tools and technology to perform tasks SCI 4.3 Explores movable parts on toys. SCI 4.4 Explores simple tools or interacts with simple types of technology. SCI 4.5 Experiments with tools or technology to solve problems or accomplish tasks.</p>
3.5 PK.K: Safely use tools to complete tasks.	
Pre-K:	PD 3 Safety: Demonstrates safe practices

<p>Tools can be used to accomplish a task. Tools are anything used to extend human capability also referred to as technology.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Identify different tools. • Use tools for intended purpose. • Discuss the ways in which tools can be used safely. • Follow established rules (e.g., time limit, handling with care, putting away) when using tools. • Choose tools that are appropriate for an identified task. 	<p>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>SCI 4 Technology: Uses tools and technology to perform tasks SCI 4.3 Explores movable parts on toys. SCI 4.4 Explores simple tools or interacts with simple types of technology. SCI 4.5 Experiments with tools or technology to solve problems or accomplish tasks.</p>
<p>DESIGN AND DESIGN THINKING IN TECHNOLOGY AND ENGINEERING EDUCATION 3.5 PK.M: Demonstrate essential skills of the engineering design process.</p>	
<p>Pre-K: The Engineering Design Process has steps that should be followed.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Identify the steps of the engineering design process (Ask, Imagine, Plan, Create, Improve). • Participate in activities that use the steps of the engineering design process. <ul style="list-style-type: none"> ° Ask – Define the problem. ° Imagine – Brainstorm possible solutions. ° Plan – Research ideas and explore possibilities. Establish criteria and constraints. Consider alternative solutions and select an approach. ° Create – Develop a design proposal. Make or model a prototype. Test and evaluate. ° Improve – Refine the design, create the solution, communicate the results. 	<p>SCI 3a Physical Science: Explores forces and motion SCI 3a.3 Explores motion by moving, rolling, blowing on or dropping a toy. SCI 3a.4 Explains how vehicles, animals and people move.</p> <p>SCI 3b Physical Science: Explores the physical properties of materials SCI 3b.3 Begins to name colors. SCI 3b.4 Describes basic physical properties of objects, such as textures and colors.</p> <p>SCI 4 Technology: Uses tools and technology to perform tasks SCI 4.3 Explores movable parts on toys. SCI 4.4 Explores simple tools or interacts with simple types of technology. SCI 4.5 Experiments with tools or technology to solve problems or accomplish tasks.</p>
<p>3.5 PK.N: Participate in simple investigations to determine how things work.</p>	
<p>Pre-K: Asking questions, listening, discussing, and testing predictions assist in understanding how things work.</p>	<p>SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.3 Begins to understand how things are connected and asks more complex questions about a familiar environment.</p>

<p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Engage in listening, questioning, and discussing. • Ask questions about how things work. • Observe and discuss how things work. • Take things apart and put them back together. 	<p>SCI 1a.4 When given a question, guesses a possible answer or outcome.</p> <p>SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support. SCI 1b.4 Observes and uses prior knowledge to describe and record a scientific phenomenon with teacher prompting.</p>
<p>3.5 PK.S: Apply design concepts, principles, and processes through play and exploration.</p>	
<p>Pre-K: There is always more than one possible solution to a problem. Play and exploration are important in testing multiple solutions.</p> <p>Reference 3.5.PK.M Reference AL1.PK.A, AL2.PK.C, AL3.PK.B, AL3.PK.C, AL4.PK.C.</p>	<p>Reference 3.5.PK.M</p> <p>Reference AL1.PK.A, AL2.PK.C, AL3.PK.B, AL3.PK.C, AL4.PK.C.</p>
<p>INTEGRATION OF KNOWLEDGE, TECHNOLOGIES, AND PRACTICES 3.5 PK.X: Develop a plan in order to complete a task.</p>	
<p>Pre-K: Tasks can be broken into steps and completed one at a time.</p> <p>Reference AL2.PK.B</p>	<p>Reference AL2.PK.B</p>
<p>NATURE AND CHARACTERISTICS OF TECHNOLOGY AND ENGINEERING 3.5 PK.CC: Discuss the roles of scientists, engineers, technologists, and others who work with technology</p>	
<p>Pre-K: There are many careers that use technology.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Act out roles' scientists, engineers, technologists, and others who work with technology. • Examine and explore different careers and discuss the similarities and differences in the way that those careers use technology. 	<p>SCI 3a Physical Science: Explores forces and motion SCI 3a.3 Explores motion by moving, rolling, blowing on or dropping a toy. SCI 3a.4 Explains how vehicles, animals and people move.</p> <p>SCI 3b Physical Science: Explores the physical properties of materials SCI 3b.3 Begins to name colors.</p>

	<p>SCI 3b.4 Describes basic physical properties of objects, such as textures and colors.</p> <p>SCI 4 Technology: Uses tools and technology to perform tasks SCI 4.3 Explores movable parts on toys. SCI 4.4 Explores simple tools or interacts with simple types of technology. SCI 4.5 Experiments with tools or technology to solve problems or accomplish tasks.</p>
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SOCIAL STUDIES THINKING: CONNECTING TO COMMUNITIES	
Civics and Government	
5.1 PRINCIPLES AND DOCUMENTS OF GOVERNMENT A. RULE OF LAW	
<p>Pre-K: 5.1 PK.A State rules and their consequences.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Describe classroom rules. • Explain a consequence for breaking a classroom rule. 	<p>SS 2a Civics & Economics: Follows rules, limits and expectations. SS 2a.3 Recognizes and attends to adults to hear rules, routines and expectations. SS 2a.4 Follows familiar rules, routines and helps make group decisions. Expresses feelings about fairness.</p>
F. SYMBOLS	
<p>Pre-K: 5.1 PK.F Identify basic American symbols. (e.g., American flag)</p> <p>The learner will:</p> <ul style="list-style-type: none"> • Discuss images, pictures or items that are symbols of America. • Identify the American flag. • Replicate the American flag using art materials. 	<p>SS 1b Culture & Community: Explores and respects cultures and traditions SS 1b.1 Listens to stories or music related to cultures and traditions. SS 1b.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community.</p>
5.2 RIGHTS AND RESPONSIBILITIES OF CITIZENSHIP A. CIVIC RIGHTS AND RESPONSIBILITIES	
<p>Pre-K: 5.2 PK.A Identify selfmembership of a group such as the class or family.</p>	<p>SS 1a Culture & Community: Identifies community and family roles. SS 1a.3 Identifies familiar people and pets.</p>

<p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Display awareness of role as member of a group. • Participate in group decision-making. • Participate in classroom and family responsibilities. • Talk about responsibilities at home. • Work cooperatively with other children to achieve an outcome. 	<p>SS 1a.4 Describes family members and their relationship to self. Identifies and role-plays familiar community helpers.</p> <p>SS 1b Culture & Community: Explores and respects cultures and traditions</p> <p>SS 1b.3 Recognizes familiar symbols or artifacts of 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 Culture & Community: Respect diversity</p> <p>SS 1c.3 Identifies similarities and differences between self and others.</p> <p>SS 1c.4 Respectfully participates in activities with others different than self.</p>
<p>B. CONFLICT AND RESOLUTION</p>	
<p>Pre-K: 5.2 PK.B Identify a problem and discuss possible solutions with adult assistance.</p> <p>*See also 16.2 PK.D</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Identify one or two solutions to a problem. • Attempt to solve a conflict with a peer. • Work with a peer to develop a solution to a problem (e.g., ways to share the playdough when there isn't enough). • Suggest simple solutions to conflict which are most often based upon own needs and desires. 	<p>SED 4a Problem-Solving: Solves problems</p> <p>SED 4a.3 Recognizes a problem and asks for adult help to solve the problem.</p> <p>SED 4a.4 Suggests and explores possible solutions to a problem with support from an adult.</p> <p>SED 4b Problem-solving: Responsible decision-making</p> <p>SED 4b.3 Identifies basic consequences of actions, such as "If I throw my toy, it might break."</p> <p>SED 4b.4 With adult support, lists choices or solutions before making a decision.</p>
<p>C. LEADERSHIP AND PUBLIC SERVICE</p>	
<p>Pre-K: Emerging to ... Identify classroom projects/activities that support leadership and service.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Show interest in leadership opportunities. • Choose a leader for a classroom project. • Ask to be the line leader. 	<p>SS 2a Civics & Economics: Follows rules, limits and expectations.</p> <p>SS 2a.3 Recognizes and attends to adults to hear rules, routines and expectations.</p> <p>SS 2a.4 Follows familiar rules, routines and helps make group decisions. Expresses feelings about fairness.</p>

<ul style="list-style-type: none"> • Request to help teacher. 	
5.3 HOW GOVERNMENT WORKS C. GOVERNMENT SERVICES	
<p>Pre-K: 5.3 PK.C Identify community workers through their uniforms and equipment.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Match descriptions of people’s work in a community with picture illustrating the job. • Act out roles of community workers in dramatic play. • Relay personal experiences to describe the work that community workers do. 	<p>SS 1a Culture & Community: Identifies community and family roles. 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.</p> <p>SS 1b Culture & Community: Explores and respects cultures and traditions SS 1b.3 Recognizes familiar symbols or artifacts of traditions or customs. SS 1b.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community.</p> <p>SS 1c Culture & Community: Respect diversity SS 1c.3 Identifies similarities and differences between self and others. SS 1c.4 Respectfully participates in activities with others different than self.</p>
F. CONFLICT AND THE COURT SYSTEM	
<p>Pre-K: 5.3 PK.F Identify appropriate behaviors for responsible classroom citizens.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Use inside voices while indoors and outside voices when outdoors. • Cooperate in both large and small group activities that are facilitated by adult. • Follow rules and routines in classroom. • Respond with empathy to others who are upset. • Recognize when someone needs help and offer assistance. • Respect another’s attempts to complete tasks independently. 	<p>SS 1a Culture & Community: Identifies community and family roles. 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.</p> <p>SS 1c Culture & Community: Respect diversity SS 1c.3 Identifies similarities and differences between self and others. SS 1c.4 Respectfully participates in activities with others different than self.</p> <p>SS 2a Civics & Economics: Follows rules, limits and expectations. SS 2a.3 Recognizes and attends to adults to hear rules, routines and expectations. SS 2a.4 Follows familiar rules, routines and helps make group</p>

	decisions. Expresses feelings about fairness.
Economics	
6.1 SCARCITY AND CHOICE A. SCARCITY AND CHOICE	
<p>Pre-K: Emerging to ... Identify how scarcity influences choice.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Understand that some resources are limited. • Notice when materials are running low (e.g., “We need more paper in the art area.”). • Offer to share materials when materials are scarce (e.g., one shovel in sensory table). • Show preference for one material/center, but choose a different material/center when materials are scarce or center is full. 	<p>SS 2a Civics & Economics: Follows rules, limits and expectations. SS 2a.3 Recognizes and attends to adults to hear rules, routines and expectations. SS 2a.4 Follows familiar rules, routines and helps make group decisions. Expresses feelings about fairness.</p> <p>SS 2b Civics & Economics: Understands concepts of money and economics SS 2b.3 Expresses choice recognizes interests and desires may be different from others. Explores the concept of trade. SS 2b.4 Asks before taking an object that doesn’t belong to them and offers an object to get what they want. Explores concept of money.</p>
B. LIMITED RESOURCES	
<p>Pre-K: Emerging to ... Identify family wants and needs.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Identify what people need to survive. • Demonstrates awareness of one’s own preferences. • Identify personal wants 	<p>SS 2a Civics & Economics: Follows rules, limits and expectations. SS 2a.3 Recognizes and attends to adults to hear rules, routines and expectations. SS 2a.4 Follows familiar rules, routines and helps make group decisions. Expresses feelings about fairness.</p> <p>SS 2b Civics & Economics: Understands concepts of money and economics SS 2b.3 Expresses choice recognizes interests and desires may be different from others. Explores the concept of trade. SS 2b.4 Asks before taking an object that doesn’t belong to them and offers an object to get what they want. Explores concept of money.</p>
D. INCENTIVES AND CHOICE	
<p>Pre-K: 6.1 PK.D Identify a choice based on individual interest.</p>	<p>SED 1b Self-Awareness: Expresses needs and preferences SED 1b.3 Expresses likes and dislikes. SED 1b.4 When given two to three options, chooses their most desired</p>

<p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Make a choice and explain the reason for the choice. • Provide a reason for choosing to play in a particular center that shows interest in specific materials or people. 	<p>option.</p> <p>SS 2b Civics & Economics: Understands concepts of money and economics SS 2b.3 Expresses choice recognizes interests and desires may be different from others. Explores the concept of trade. SS 2b.4 Asks before taking an object that doesn't belong to them and offers an object to get what they want. Explores concept of money.</p>
<p>6.2 MARKETS AND ECONOMIC SYSTEMS C. ADVERTISING AND MEDIA</p>	
<p>Pre-K: Emerging to ... Identify advertisements that encourage us to buy things.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Recognize logos (environmental print) from local businesses. • Discuss advertisements (e.g., radio, print, TV). 	<p>SS 2b Civics & Economics: Understands concepts of money and economics SS 2b.3 Expresses choice recognizes interests and desires may be different from others. Explores the concept of trade. SS 2b.4 Asks before taking an object that doesn't belong to them and offers an object to get what they want. Explores concept of money.</p> <p>SS 3a Geography: Identifies types of places SS 3a.3 Identifies a variety of familiar places in own community.</p> <p>SS 3b Geography: Interacts with maps SS 3b.4 Recognizes symbols or landmarks.</p>
<p>D. PRICE DETERMINATION</p>	
<p>Pre-K: 6.2 PK.D Explain how money is used.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Identify that money is used to buy things. • State that money can be saved. • Use pretend money while engaging in dramatic play activities. • Practice exchanging play money for goods. 	<p>SS 2b Civics & Economics: Understands concepts of money and economics SS 2b.3 Expresses choice recognizes interests and desires may be different from others. Explores the concept of trade. SS 2b.4 Asks before taking an object that doesn't belong to them and offers an object to get what they want. Explores concept of money.</p>
<p>6.3 FUNCTIONS OF GOVERNMENT D. GOVERNMENT'S ROLE IN INTERNATIONAL TRADE</p>	
<p>Pre-K:</p>	<p>SS 1a Culture & Community: Identifies community and family</p>

<p>6.3 PK.D Identify products produced locally.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Name items that come from farms, factories, and/or businesses within the community. • Talk about products that can be found around their homes. 	<p>roles.</p> <p>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.</p> <p>SS 1b Culture & Community: Explores and respects cultures and traditions</p> <p>SS 1b.3 Recognizes familiar symbols or artifacts of traditions or customs. SS 1b.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community.</p> <p>SS 2b Civics & Economics: Understands concepts of money and economics</p> <p>SS 2b.3 Expresses choice recognizes interests and desires may be different from others. Explores the concept of trade. SS 2b.4 Asks before taking an object that doesn't belong to them and offers an object to get what they want. Explores concept of money.</p>
<p>6.5 INCOME, PROFIT, AND WEALTH</p> <p>A. FACTORS INFLUENCING WAGES</p>	
<p>Pre-K:</p> <p>6.5 PK.A Differentiate between work and play.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Respond that adults work to earn money. • Relate that work involves performing an activity that is chosen and directed by someone else, and has a specific goal. • Relate that play is a self-selected activity that may or may not have a specific purpose. 	<p>SS 2b Civics & Economics: Understands concepts of money and economics</p> <p>SS 2b.3 Expresses choice recognizes interests and desires may be different from others. Explores the concept of trade. SS 2b.4 Asks before taking an object that doesn't belong to them and offers an object to get what they want. Explores concept of money.</p>
<p>C. TYPES OF BUSINESS</p>	
<p>Pre-K:</p> <p>6.5 PK.C Identify local businesses.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Participate in role-play that is related to a local business (e.g., pet store, hair salon, restaurant). • Describe where customers go to acquire specific goods or services 	<p>SS 2a Civics & Economics: Follows rules, limits and expectations.</p> <p>SS 2a.3 Recognizes and attends to adults to hear rules, routines and expectations. SS 2a.4 Follows familiar rules, routines and helps make group decisions. Expresses feelings about fairness.</p> <p>SS 2b Civics & Economics: Understands concepts of money and</p>

(e.g., food purchased at grocery store, hammer and nails purchased at hardware store).	economics SS 2b.3 Expresses choice recognizes interests and desires may be different from others. Explores the concept of trade. SS 2b.4 Asks before taking an object that doesn't belong to them and offers an object to get what they want. Explores concept of money.
Geography	
7.1 BASIC GEOGRAPHIC LITERACY A. GEOGRAPHIC TOOLS	
Pre-K: 7.1 PK.A Explain how a map is a representation of places. <i>The learner will:</i> <ul style="list-style-type: none"> • Use a simple map. • Use available materials (e.g., blocks) to represent buildings, roads, or houses. • Include representations of roads, bodies of water, and buildings in play. • Discuss tools used to locate places. • Use the term "map." 	SS 3b Geography: Interacts with maps SS 3b.3 Follows a path. SS 3b.4 Recognizes symbols or landmarks.
B. LOCATION OF PLACES AND REGIONS	
Pre-K: Emerging to ... Describe the location of places in the home, school, and community to gain an understanding of relative location. <i>The learner will:</i> <ul style="list-style-type: none"> • Describe the location of items/areas in the classroom and at home. • Use directionality, size, and position (e.g., left, right, first, last, little, big, top, bottom) to describe location. • Place pictures of common household items in the proper rooms of a floor plan. • Listen to directions and retrieve items. 	SS 3a Geography: Identifies types of places SS 3a.3 Identifies a variety of familiar places in own community. SS 3.4 Identifies different types of water bodies, streets, buildings and landmarks in own community. SS 3b Geography: Interacts with maps SS 3b.3 Follows a path. SS 3b.4 Recognizes symbols or landmarks.
7.2 PHYSICAL CHARACTERISTICS OF PLACES AND REGIONS A. PHYSICAL CHARACTERISTICS	

<p>Pre-K: 7.2 PK.A Describe the characteristics of home and frequently visited locations to gain an understanding of physical features.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Describe simple characteristics of home (e.g., type of dwelling, where located, what surrounds it). • Identify familiar places in the neighborhood. • Describe simple characteristics of business or community structures (e.g., type of dwelling, where located, what surrounds it). 	<p>SS 3a Geography: Identifies types of places SS 3a.3 Identifies a variety of familiar places in own community. SS 3.4 Identifies different types of water bodies, streets, buildings and landmarks in own community.</p>
<p>History</p>	
<p>8.1 HISTORICAL ANALYSIS AND SKILLS DEVELOPMENT A. CONTINUITY AND CHANGE OVER TIME</p>	
<p>Pre-K: 8.1 PK.A Identify a sequence of events through a day.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Demonstrate an understanding of past, present, and future (e.g., today is __, yesterday was __, and tomorrow will be __, recall information from the immediate past, sequence pictures of self from birth to present). • Describe the daily routine (e.g., what happens first, before lunch, after lunch, at end of day). • Show anticipation for regularly-scheduled events. • Use words to describe time (e.g., yesterday, today, tomorrow, o'clock). 	<p>SS 4 History & Sense of Time: Develops sense of time SS 4.3 Describes events as they happen. Uses words such as “first” and “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>C. RESEARCH</p>	
<p>Pre-K: 8.1 PK.C Understand that information comes from many sources such as books, computers, and newspapers.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Label types of media and what information can be gained (e.g., recipes from a cookbook, prices from an advertisement). • Locate information on identified topics using media (e.g., music, books, maps, TV programming, newspapers, magazines, movies, Internet, applications, advertising). 	<p>SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.3 Begins to understand how things are connected and asks more complex questions about a familiar environment. SCI 1a.4 When given a question, guesses a possible answer or outcome.</p> <p>SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support.</p>

	<p>SCI 1b.4 Observes and uses prior knowledge to describe and record a scientific phenomenon with teacher prompting.</p> <p>SS 4 History & Sense of Time: Develops sense of time SS 4.3 Describes events as they happen. Uses words such as “first” and “then.” SS 4.4 Recalls information and events from the past. Recognizes sequence of events to establish a sense of order and time.</p>
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CREATIVE THINKING AND EXPRESSION: COMMUNICATING THROUGH THE ARTS	
9.1.M Production and Performance – Music and Movement	
A. ELEMENTS AND PRINCIPLES	
<p>Pre-K: 9.1.M PK.A Know and use basic elements and principles of music and movement.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Practice rhythms in different forms of music and dance. • Explore rhythm instruments. • Use rhythm instruments as intended. • Participate in teacher-guided music and movement activities. • Participate in group movement activities demonstrating an awareness of shared space. • Demonstrate an understanding of “fast,” “slow,” “loud,” and “soft.” 	<p>CA 1a Music: Expresses through music 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.</p> <p>CA 1b Music: Develops rhythm CA 1b.3 Claps to beat. May not always be consistent. CA 1b.4 Claps along to simple rhythm patterns.</p> <p>CA 1c Music: Develops tone CA 1c.3 Understands the difference between singing and speaking voices. CA 1c.4 Controls voice to mimic the melodic direction.</p>
B. DEMONSTRATION	
<p>Pre-K: 9.1.M PK.B Respond to different types of music and dance through participation and discussion.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Participate in teacher-guided music and movement activities. 	<p>CA 1a Music: Expresses through music 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.</p>

<ul style="list-style-type: none"> • Sing familiar songs, chants, and finger plays. • Dance to different types of music. • Discuss music and movement experiences. 	<p>CA 1b Music: Develops rhythm CA 1b.3 Claps to beat. May not always be consistent. CA 1b.4 Claps along to simple rhythm patterns.</p> <p>CA 1c Music: Develops tone CA 1c.3 Understands the difference between singing and speaking voices. CA 1c.4 Controls voice to mimic the melodic direction.</p>
E. REPRESENTATION	
<p>Pre-K: 9.1.M PK.E Use imagination and creativity to express self through music and dance.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Initiate music and movement activities. • Select music and movement area during free choice. • Improvise songs and rhythmic patterns. • Change words or tune of familiar songs to make new songs. • Use body to represent form in space, finger plays, or stories. 	<p>CA 1a Music: Expresses through music 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.</p> <p>CA 2a Dance & Movement: Expresses through dance CA 2a.3 Moves in own way to music and rhythm. CA 2a.4 Demonstrates different levels of energy in dance, such as gentle versus explosive or small versus large movements.</p> <p>CA 2b Dance & Movement: Develops movement techniques CA 2b.3 Follows the movements of others. Explores personal space and direction. CA 2b.4 Demonstrates multiple ways to move body parts. Move to the beat.</p>
J. TECHNOLOGIES	
<p>Pre-K: 9.1.M PK.J Use a variety of technologies for producing or performing works of art.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Explore musical instruments. • Use instruments to accompany music. • Use instruments as intended. • Use age appropriate digital media applications to create music. • Use a variety of props to enhance movement activities (e.g., scarves, 	<p>SCI 4 Technology: Uses tools and technology to perform tasks SCI 4.3 Explores movable parts on toys. SCI 4.4 Explores simple tools or interacts with simple types of technology.</p> <p>CA 1b Music: Develops rhythm CA 1b.3 Claps to beat. May not always be consistent. CA 1b.4 Claps along to simple rhythm patterns.</p>

beanbags, ribbons). • Use recording devices (e.g., voice recorder, video recorder) to capture music and/or movement performances.	CA 1c Music: Develops tone CA 1c.3 Understands the difference between singing and speaking voices. CA 1c.4 Controls voice to mimic the melodic direction.
9.1.D Production and Performance – Dramatic and Performance Play	
B. DEMONSTRATION	
Pre-K: 9.1.D PK.B Recreate a dramatic play experience for an audience. <i>The learner will:</i> <ul style="list-style-type: none"> • Create various voice inflections and facial expressions in play. • Change voice inflections when recreating various characters. • Direct peers or follow peers' instructions about dramatic play schemes. • Act out stories with guidance of the adult. 	CA 4a Drama: Participates in dramatic and symbolic play. CA 4a.3 Uses words, actions and props to pretend. CA 4a.4 Plays a role in group dramatic play. CA 4b Drama: Uses and creates props to represent other objects or ideas CA 4b.3 Uses realistic toys as replacements for real objects. Distinguishes between real and pretend. CA 4b.4 Uses an object as a replacement for a realistic prop or real object.
E. REPRESENTATION	
Pre-K: 9.1.D PK.E Use imagination and creativity to express self through dramatic play. <i>The learner will:</i> <ul style="list-style-type: none"> • Use nonconforming objects to create representations of real-life objects or activities. • Represent fantasy and real-life experiences through pretend play. • Imitate roles of people, animals, or objects observed in life experiences. • Use props and costumes during dramatic play. • Create props from available materials. 	CA 4a Drama: Participates in dramatic and symbolic play. CA 4a.3 Uses words, actions and props to pretend. CA 4a.4 Plays a role in group dramatic play. CA 4b Drama: Uses and creates props to represent other objects or ideas CA 4b.3 Uses realistic toys as replacements for real objects. Distinguishes between real and pretend. CA 4b.4 Uses an object as a replacement for a realistic prop or real object.
9.1.V Production and Performance – Visual Arts	
A. ELEMENTS AND PRINCIPLES	

<p>Pre-K: 9.1.V PK.A Know and use basic elements of visual arts.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Participate in teacher-guided visual arts activities. • Choose art center during free choice. • Demonstrate an understanding of “color,” “shape,” and “line.” • Create a picture using different colors, varying the intensity of strokes and combining colors. 	<p>CA 3a Visual Arts: Expresses through 2D and 3D visual art CA 3a.3 Explores a variety of artistic tools and media. CA 3a.4 Makes choices throughout the artistic process.</p> <p>CA 3b Visual Arts: Develops visual art techniques 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>B. DEMONSTRATION</p>	
<p>Pre-K: 9.1.V PK.B Combine a variety of materials to create a work of art.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Participate in teacher-guided visual arts activities. • Choose art center during free choice. • Use a variety of materials (e.g., chalk, paint, crayons, pencils, markers, wood, playdough). • Draw to explore and extend themes in the classroom. 	<p>CA 3a Visual Arts: Expresses through 2D and 3D visual art CA 3a.3 Explores a variety of artistic tools and media. CA 3a.4 Makes choices throughout the artistic process.</p> <p>CA 3b Visual Arts: Develops visual art techniques 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>E. REPRESENTATION</p>	
<p>Pre-K: 9.1.V PK.E Use imagination and creativity to express self through visual arts.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Participate in teacher-guided visual arts activities. • Choose art center during free choice. • Draw self-portrait. • Create a work of art to represent a real or imagined object, animal, or person. • Use a growing number of details and make more realistic representations. • Choose different art materials to represent different types of thoughts or feelings. 	<p>CA 3a Visual Arts: Expresses through 2D and 3D visual art CA 3a.3 Explores a variety of artistic tools and media. CA 3a.4 Makes choices throughout the artistic process.</p> <p>CA 3b Visual Arts: Develops visual art techniques 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>J. TECHNOLOGIES</p>	

<p>Pre-K: 9.1.V PK.J Use a variety of technologies for producing works of art.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Explore a variety of art materials and tools. • Participate in teacher-guided visual arts activities. • Choose art center during free choice. • Use art materials and tools as intended. • Manipulate materials in a variety of ways (e.g., pounding, squeezing, cutting, rolling). • Use age-appropriate digital media applications to create works of art. • Use recording devices (e.g., digital camera, video recorder) to capture works in progress and finished works of art. 	<p>SCI 4 Technology: Uses tools and technology to perform tasks SCI 4.3 Explores movable parts on toys. SCI 4.4 Explores simple tools or interacts with simple types of technology.</p> <p>CA 3a Visual Arts: Expresses through 2D and 3D visual art CA 3a.3 Explores a variety of artistic tools and media. CA 3a.4 Makes choices throughout the artistic process.</p> <p>CA 3b Visual Arts: Develops visual art techniques 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>9.2 Historical and Cultural Context of Works in the Arts</p>	
<p>D. PERSPECTIVE</p>	
<p>Pre-K: 9.2 PK.D Explain that instruments or art forms represent cultural perspectives.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Explore instruments from different cultures. • Participate in discussions about where various instruments and art forms originate. • Identify cultures represented by various art forms. 	<p>SS 1b Culture & Community: Explores and respects cultures and traditions SS 1b.3 Recognizes familiar symbols or artifacts of traditions or customs. SS 1b.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community.</p> <p>CA 1a Music: Expresses through music 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.</p> <p>CA 3b Visual Arts: Develops visual art techniques 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>9.3 Critical Response to Works in the Arts</p>	

F. IDENTIFICATION	
<p>Pre-K: 9.3 PK.F Recognize and name a variety of art forms.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> Identify a photo, painting, drawing, dance, and songs. 	<p>LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.3 Communicates needs, desires and ideas or asks simple questions. LLD 2a.4 Uses descriptions and observations to communicate information and answer questions, or asks more complex questions.</p> <p>CA 3a Visual Arts: Expresses through 2D and 3D visual art CA 3a.3 Explores a variety of artistic tools and media. CA 3a.4 Makes choices throughout the artistic process.</p> <p>CA 3b Visual Arts: Develops visual art techniques 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>
G. CRITICAL RESPONSE	
<p>Pre-K: 9.3 PK.G Formulate and share an opinion about others' art products.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> Observe, applaud, or comment on the works of others. Share an opinion about artwork when asked, "What do you think this is about?" 	<p>LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.3 Communicates needs, desires and ideas or asks simple questions. LLD 2a.4 Uses descriptions and observations to communicate information and answer questions, or asks more complex questions.</p> <p>LLD 2b Communication: Uses conversational skills LLD 2b.3 Responds on topic for one exchange. LLD 2b.4 Stays on topic for two to three exchanges.</p> <p>CA 3a Visual Arts: Expresses through 2D and 3D visual art CA 3a.3 Explores a variety of artistic tools and media. CA 3a.4 Makes choices throughout the artistic process.</p>
9.4 Aesthetic Response to Works in the Arts	
B. EMOTIONAL RESPONSE	
Pre-K:	CA 3a Visual Arts: Expresses through 2D and 3D visual art

9.4 PK.B Demonstrate an emotional response to viewing or creating various works of art. <i>The learner will:</i> <ul style="list-style-type: none"> • Respond through body language, facial expression, or oral language. • Respond through humming, swaying, tapping foot to others' work. • Respond at appropriate times (laugh, sigh) at others' performance. 	CA 3a.3 Explores a variety of artistic tools and media. CA 3a.4 Makes choices throughout the artistic process. CA 3a.5 Plans, designs and seeks materials to make a creation.
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HEALTH, WELLNESS, AND PHYSICAL DEVELOPMENT: LEARNING ABOUT MY BODY	
10.1 Concepts of Health	
B. INTERACTION OF BODY SYSTEMS	
Pre-K: 10.1 PK.B Identify and locate body parts. <i>The learner will:</i> <ul style="list-style-type: none"> • Participate in body identification games and songs (e.g., Hokey Pokey). • Point to specific body parts when asked. • Draw pictures that include some body parts. • Participate in discussions about the functions of specific body parts. 	PD 4b Personal Care: Understands bodily functions PD 4b.3 Identifies basic body parts. PD 4b.4 Describes the function of basic body parts. Can locate body pain.
C. NUTRITION	
Pre-K: 10.1 PK.C Identify foods that keep our body healthy. <i>The learner will:</i> <ul style="list-style-type: none"> • Identify healthy and unhealthy foods. • Classify foods by their food groups (e.g., fruits, vegetables, dairy). • Make healthy food choices. 	PD 5 Nutrition: Follows healthy nutrition routines. PD 5.3 Begins to identify familiar foods, anticipates the need to eat and feeds self with spoon or other utensil. PD 5.4 Identifies food and serves a portion into a bowl or plate and feeds self.
D. ALCOHOL, TOBACCO, AND CHEMICAL SUBSTANCES	
Pre-K: 10.1 PK.D Identify and discuss the purposes of medicine.	PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing PD 4a.3 With help, participates in self-care routines.

<p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Identify that medicine can be used to stay healthy. • Discuss times when medicine may be needed. • Discuss safety practices related to proper medicine use. 	<p>PD 4a.4 Recognizes personal needs and how to get them met and implements with adult support.</p> <p>PD 4b Personal Care: Understands bodily functions PD 4b.3 Identifies basic body parts. PD 4b.4 Describes the function of basic body parts. Can locate body pain.</p> <p>PD 5 Nutrition: Follows healthy nutrition routines. PD 5.3 Begins to identify familiar foods, anticipates the need to eat and feeds self with spoon or other utensil. PD 5.4 Identifies food and serves a portion into a bowl or plate and feeds self.</p>
<p>E. HEALTH PROBLEMS AND DISEASE PREVENTION</p>	
<p>Pre-K: 10.1 PK.E Identify and discuss common health problems.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Participate in discussions about infectious (e.g., colds, flu, chicken pox, pink eye) and non-infectious illnesses (e.g., asthma, allergies). • Discuss the concept of “germs.” • Participate in activities that exemplify the spread of germs. 	<p>PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing PD 4a.3 With help, participates in self-care routines. PD 4a.4 Recognizes personal needs and how to get them met and implements with adult support.</p> <p>PD 4b Personal Care: Understands bodily functions PD 4b.3 Identifies basic body parts. PD 4b.4 Describes the function of basic body parts. Can locate body pain.</p> <p>PD 5 Nutrition: Follows healthy nutrition routines. PD 5.3 Begins to identify familiar foods, anticipates the need to eat and feeds self with spoon or other utensil. PD 5.4 Identifies food and serves a portion into a bowl or plate and feeds self.</p>
<p>10.2 Healthful Living</p>	
<p>A. HEALTH PRACTICES, PRODUCTS, AND SERVICES</p>	
<p>Pre-K: 10.2 PK.A Identify fundamental practices for good health.</p>	<p>PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing PD 4a.3 With help, participates in self-care routines.</p>

<p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Practice basic hygiene routines with adult reminders (e.g., hand washing, tooth brushing, cover nose and mouth when sneezing). • Explain that we need to eat well, get rest, and exercise to stay healthy. • Identify people that help keep us healthy (e.g., doctor, nurse, or dentist; gym teacher). • Identify specific practices that support body development and function (e.g., exercise, good nutrition, rest). 	<p>PD 4a.4 Recognizes personal needs and how to get them met and implements with adult support.</p> <p>PD 4b Personal Care: Understands bodily functions PD 4b.3 Identifies basic body parts. PD 4b.4 Describes the function of basic body parts. Can locate body pain.</p> <p>PD 5 Nutrition: Follows healthy nutrition routines. PD 5.3 Begins to identify familiar foods, anticipates the need to eat and feeds self with spoon or other utensil. PD 5.3 Begins to identify familiar foods, anticipates the need to eat and feeds self with spoon or other utensil.</p>
<p>E. HEALTH AND THE ENVIRONMENT</p>	
<p>Pre-K: 10.2 PK.E Identify environmental factors that affect health.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Discuss plants, insects, and animals that could be harmful; share personal experiences when relevant. • Identify harmful substances. • Discuss how we protect our bodies in different seasons (e.g., use sunscreen in summer, wear warm clothing in winter). 	<p>PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing PD 4a.3 With help, participates in self-care routines. PD 4a.4 Recognizes personal needs and how to get them met and implements with adult support.</p> <p>PD 5 Nutrition: Follows healthy nutrition routines. PD 5.3 Begins to identify familiar foods, anticipates the need to eat and feeds self with spoon or other utensil. PD 5.4 Identifies food and serves a portion into a bowl or plate and feeds self.</p> <p>SCI 2a Natural & Earth Science: Understanding living and nonliving things. SCI 2a.3 Identifies familiar natural materials, animals or plants and groups them by common characteristics. SCI 2a.4 Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move.</p>
<p>10.3 Safety and Injury Prevention</p>	
<p>A. SAFE AND UNSAFE PRACTICES</p>	
<p>Pre-K:</p>	<p>PD 3 Safety: Demonstrates safe practices</p>

<p>10.3 PK.A Recognize safe and unsafe practices.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Identify and follow basic safety rules (e.g., on playground, in classroom, on field trip, crossing street). • Identify the consequence of an unsafe behavior. • Identify and avoid unsafe practices (e.g., playing with matches, talking to strangers). • Explain how community helpers (e.g., firefighters, police officers) can keep us safe. 	<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>B. EMERGENCY RESPONSES</p>	
<p>Pre-K:</p> <p>10.3 PK.B Recognize emergency situations and discuss appropriate responses.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Identify procedures for a variety of emergencies (e.g., fire, tornado, intruder, medical emergency). • Participate in discussions that differentiate between emergencies and non-emergencies. • Practice emergency procedures. 	<p>PD 3 Safety: Demonstrates safe practices</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>10.4 Physical Activity – Gross Motor Coordination</p>	
<p>A. CONTROL AND COORDINATION</p>	
<p>Pre-K:</p> <p>10.4 PK.A Demonstrate coordination of body movements in active play</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Combine large motor movements with the use of equipment (e.g., ride a tricycle, using feet to pedal; catch a ball; throw a beanbag or ball overhand with aim; kick a ball). • Move and stop with control. • Use outdoor gross motor equipment. • Run with control and direction. • Engage in gross motor games (e.g., Hokey Pokey, London Bridge, Simon Says). 	<p>PD 1 Gross Motor: Builds strength, coordination and balance of large muscles</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>

• Perform a variety of movement alongside and with a partner.	
B. BALANCE AND STRENGTH	
<p>Pre-K: 10.4 PK.B Exhibit balance while moving on the ground or using equipment.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Engage in large motor activities that require strength and balance (e.g., marching, hopping, running, jumping, dancing, walking tip-toe). • Walk on a balance beam. • Climb stairs using alternating feet. • Participate in an obstacle course going through tunnels, over or under equipment. 	<p>PD 1 Gross Motor: Builds strength, coordination and balance of large muscles</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>
10.5 Concepts, Principles, and Strategies of Movement – Fine Motor Development	
A. STRENGTH, COORDINATION, AND MUSCLE CONTROL	
<p>Pre-K: 10.5 PK.A Use hands, fingers, and wrists to manipulate objects.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Practice manual self-help skills (e.g., zipping, snapping, buttoning). • Practice using scissors. • Use tongs or tweezers to pick up objects. • Manipulate smaller objects (e.g., pegs into a pegboard, puzzle pieces, stringing beads). 	<p>PD 2 Fine Motor: Builds strength and coordination of small movements</p> <p>PD 2.3 Opens, closes, twists and pulls objects with one or both hands.</p> <p>PD 2.4 Uses hands and fingers to manipulate objects, such as stringing large beads or snipping with scissors.</p>
B. EYE/HAND COORDINATION	
<p>Pre-K: 10.5 PK.B Coordinate eye and hand movements to perform a task.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Act out finger plays with hands and fingers. • Use scissors to cut on a straight line. • Complete self-help skills such as zip, snap, or button. • Manipulate smaller objects (e.g., pegs into a pegboard, puzzle pieces, 	<p>PD 2 Fine Motor: Builds strength and coordination of small movements</p> <p>PD 2.3 Opens, closes, twists and pulls objects with one or both hands.</p> <p>PD 2.4 Uses hands and fingers to manipulate objects, such as stringing large beads or snipping with scissors.</p>

stringing beads). • Use tools to pour (e.g., funnels, basters, and pitchers).	
C. USE OF TOOLS	
<p>Pre-K: 10.5 PK.C Use tools that require use of fingers, hands, and/or wrists to accomplish a task.</p> <p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Use writing and drawing implements with functional grasp (pincer grasp). • Use a variety of art tools (e.g., glue sticks, paintbrushes, scissors) for a specific purpose. • Use tools (e.g., broom, dust pan brush, gardening tools) to complete classroom jobs. • Use utensils for eating appropriately. • Use cup or glass for drinking. 	<p>PD 2 Fine Motor: Builds strength and coordination of small movements</p> <p>PD 2.3 Opens, closes, twists and pulls objects with one or both hands.</p> <p>PD 2.4 Uses hands and fingers to manipulate objects, such as stringing large beads or snipping with scissors.</p>





Developmental Continuum of Skills

Individual children develop at a unique pace.		Infant		Toddler		Preschool		Primary	
Skill / Skill Code	Sub-skill / Definition	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8
SED 1 Self-Awareness	SED 1a Knows self and expresses confidence	Responds to name by cooing, smiling or turning head toward person talking. Explores hands and feet.	Responds to name and interacts with self in mirror. Recognizes self as being separate from others.	Names self and names basic body parts.	Identifies characteristics of self.	Describes thoughts and characteristics of self and expresses confidence in own abilities.	Identifies own strengths and personal talents.	Apply strengths to accomplish a task and exhibits pride in personal accomplishments.	Reflects and describes strengths and areas of growth. Begins to have and apply a growth mindset.
	SED 1b Expresses needs and preferences	Vocalizes or moves to express needs.	Seeks out or responds to favorite or preferred toys, objects or people.	Expresses likes and dislikes.	When given two to three options, chooses their most desired option.	Describes and compares preferences of self and others.	Expresses and advocates for one's needs or personal preferences.	Understands others might have different needs and preferences than self.	Expresses and advocates ways for self and others to both participate according to unique preferences and to attain differing wants.
	SED 1c Completes tasks independently	Reaches for a familiar object or toy.	Attempts to do a familiar task or explore objects independently.	Completes familiar tasks or activities independently. May still need adult support on occasion.	Expresses interest in planning or trying new or complex tasks and activities with help.	Takes risks and pushes self to accomplish new tasks independently.	Revisits a familiar task or activity with a different approach.	Revisits and plans a familiar task and describes ways to improve results.	Predicts how self and others might be able to perform in a task and describes and plans what is needed to improve.
	SED 1d Identifies emotions	Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort.	Shows a range of emotions with facial expressions and gestures.	Recognizes and names a few personal feelings.	Identifies and describes personal feelings.	Recognizes that feelings can change.	Identifies complex feelings and recognizes that they can have more than one feeling at the same time.	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.
SED 2 Self-Regulation	SED 2a Manages feelings and behavior	Calms with support from caregiver.	Seeks out a familiar adult, item or behavior to provide comfort when upset or in a new situation.	Begins to use strategies to regulate emotions or behavior with support from familiar adult.	Uses a variety of strategies to regulate emotions or behavior. May still need adult prompting on occasion.	Independently chooses and uses a variety of strategies to regulate emotions or behavior.	Describes and demonstrates appropriate responses to different emotions and behaviors.	Describes strategies to calm oneself in new or stressful situations.	Applies strategies for managing own emotions and behaviors.
	SED 2b Follows routines and transitions	Reacts to changes in tone of voice or expression.	Participates in familiar routines and transitions with support.	Recognizes a familiar activity or routine and redirects to a new activity with support.	Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change.	Follows daily routines. With support, negotiates ways to handle new routines or 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.	Adapts to new situations or routines quickly and with minimal stress.
SED 3 Social Relationships	SED 3a Develops relationships with adults	Recognizes, interacts with and responds to primary caregivers.	Stays close to and interacts with familiar adults for comfort and support.	Engages in interactions with new adults, but returns to the primary caregivers for comfort and support.	Engages in positive back-and-forth interactions with new or familiar adults.	Initiates interactions and uses prosocial behavior skills in back-and-forth exchanges with adults.	Identifies trusted adults in the community and describes when to seek help.	Describes characteristics of trusted adults and seeks help when needed.	Describes how trusted adults can provide support in various settings and how to build positive relationships.
	SED 3b Develops relationships with peers	Notifies, responds to and looks at peers.	Engages in simple interactions with peers.	Shows interest in interacting with peers and may demonstrate preference for specific peers.	Engages in interactions with peers and has preferred friends that they play with consistently.	Demonstrates connection with others and identifies similar interests as friends.	Describes personal friendships and meaningful relationships.	Describes characteristics of positive friendships and how to build positive relationships.	Describes different types of relationships. Takes care of self, others and considers the needs of others.
	SED 3c Participates cooperatively in groups	Engages in simple social interactions, such as games like peek-a-boo.	Mimics actions of others.	Joins a group and participates in an activity when asked.	With support from an adult, initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns.	Initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns. May still need adult prompting on occasion.	Identifies roles of self and others during group tasks or activities. Offers to help others.	Fulfills personal roles and responsibilities when working in a group.	Begins to use active listening and inclusion of other's ideas to support collaboration in a group setting.
	SED 3d Identifies and respects emotions of others	Adjusts behavior according to emotional or facial response of a familiar person.	Explores different facial expressions, such as in pictures.	Recognizes the emotions of others and demonstrates concern for others.	Explains how and why someone may be feeling a certain emotion.	Identifies complex feelings of others and responds accordingly.	Explains how self and others may feel similar or different in a variety of situations and explains why.	Seeks to understand and support others' feelings.	Demonstrates respect for others who have differing feelings and needs. Shows empathy to others.
SED 4 Problem-Solving	SED 4a Solves problems	Uses simple repeated actions or movements to solve a problem.	Explores how things work using repeated trial and error to solve a problem.	Recognizes a problem and asks for adult help to solve the problem.	Suggests and explores possible solutions to a problem with support from an adult.	Uses previous knowledge to determine which solution to try first when solving a problem.	Eliminates possible solutions to a problem by thinking through their potential results and consequences.	Explains the sequence of their problem solving strategy.	Solves problems by connecting personal experiences to possible solutions.
	SED 4b Responsible Decision-Making	Begins to recognize choices, such as reaching for a toy when multiple options are available.	Responds to simple guidance on safe and kind choices.	Identifies basic consequences of actions, such as "If I throw my toy, it might break".	With adult support, lists choices or solutions before making a decision.	Makes independent choices based on rules and fairness.	Considers others' feelings when making decisions.	Evaluates possible solutions and their consequences before acting.	Demonstrates responsible decision-making by applying past experiences to new situations.

Approaches to Learning	ATL 1 Attention & Persistence	ATL 1a Attends	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 with adult reminders.	Focuses on an engaging activity for a short period of time independently.	Sustains focus for at least five minutes, even if there are distractions.	Sustains focus for at least ten minutes, even if there are distractions.	Sustains focus for at least thirty minutes, even if there are distractions.	Sustains focus for forty-five minutes, even if there are distractions.
		ATL 1b Persists	Engages in a continued interaction or activity with a familiar object or adult.	Repeats actions to gain a result.	Asserts a desire to start or end a preferred activity. Asks for help as needed.	Practices or repeats an activity until successful. Expresses delight over a successful project.	Begins to persist on a challenging activity with teacher support.	Persists on a challenging activity independently.	With adult support, plans steps to pursue a challenging activity or idea and implements it with persistence.	Plans steps to pursue an idea and implements it with persistence independently.
	ATL 2 Flexibility & Play	ATL 2a Shows flexibility	Shifts attention from one person or thing to another.	Shifts attention from one task to another with prompting and adult support.	With adult support, demonstrates ability to shift ideas, plans or imagination while working on a simple task or activity.	With adult support, demonstrates ability to shift ideas, plans or imagination while participating in complex tasks or role-play scenarios.	Demonstrates ability to shift ideas, plans or imagination while participating in simple tasks or role-play scenarios independently.	Demonstrates ability to shift ideas, plans or imagination while completing complex tasks or games independently.	Imagines new ways to approach a task or discover information when obstacles are present.	Demonstrates ability to fluently shift approaches within complex tasks independently.
		ATL 2b Engages in play	Explores and manipulates materials.	Entertains and plays by themselves without adult or child involvement.	Watches others play and plays side by side with another person.	Joins a group and participates in group play. May have different purposes of play.	Engages in cooperative play by sharing, taking turns and offering to help others. Identifies roles of self and others during tasks and play.	Engages in social play and creates goals and scenarios that involve creative problem-solving.	With adult support, plays games or activities with complex rules.	Plays games or activities with others that have complex rules. May create own rules to games.
Physical Development	PD 1 Gross Motor	PD 1 Builds strength, coordination and balance of large muscles	Rolls, crawls, 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. 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 and 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, stacks, twists and pulls objects with one or both hands.	Uses hands and fingers to manipulate objects, such as stringing large beads or snipping with scissors.	Manipulates objects through tasks like buttoning, zipping, buckling, lacing and following a straight line when cutting and copying drawings.	Manipulates objects through tasks like following an outline with scissors, tying shoes and dressing self.	Threads small beads. Stacks small objects. Uses scissors to cut more challenging materials, such as fabric or cardstock.	Manipulates objects of all sizes with speed and accuracy.
	PD 3 Safety	PD 3 Demonstrates safe practices	Reacts to unexpected noises, lights or sights.	Responds to possible dangers in environment and avoids them when prompted.	Follows simple safety rules and avoids danger.	Follows safety rules and helps 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 4a Implements self-care routines including rest, toileting, handwashing, exercise and dressing	Cries or moves body when physical needs are not met.	Begins to participate in self-care activities and recognizes the difference between dirty and clean.	With help, participates in self-care routines.	Recognizes personal needs and how to get them met and implements with adult support.	Meets most personal and hygiene needs when prompted by an adult.	Maintains personal needs and proper hygiene with occasional reminders.	Independently maintains personal and hygiene needs.	Explains how to manage health and role of exercise and rest in self and others.
		PD 4b Understands bodily functions	Explores body parts, such as hands and feet.	Points to body parts when prompted.	Identifies basic body parts.	Describes the function of basic body parts. Can locate body pain.	Explains how germs spread and describes simple strategies for preventing the spread.	When feeling sick, describes symptoms. Describes some contagious diseases.	Identifies basic organs.	Describes the functions of basic organs.
	PD 5 Nutrition	PD5 Follows healthy nutrition routines	Cries when hungry.	Communicates the need to eat and feeds self some finger foods.	Begins to identify familiar foods, anticipates the need to eat and feeds self with spoon or other utensil.	Identifies food and serves a portion into a bowl or plate and feeds self.	Identifies food groups, sorts food and identifies food that is nutritious	Describes how nutritious food helps the body grow and develop and helps to prepare food.	Describes what happens after the consumption of food.	Prepares simple food for self.

Individual children develop at a unique pace.		Infant		Toddler		Preschool		Primary		
Skill / Skill Code	Sub-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	Turns head toward the person speaking.	Shows understanding of a variety of single familiar words, such as by pointing at named objects, people or body parts.	Shows understanding of a wide variety of phrases and sentences.	Listens, then responds appropriately.	Listens and understands inferred requests.	Shows understanding of a series of complex statements that explain how or why.	Shows understanding about key details from information or stories shared verbally.	Listens to gather new information and demonstrates understanding.
		LLD 1b Follows directions	Responds to speaking in the 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 given verbally.	Responds to verbal statements that have implied directions or requests.
	LLD 2 Communication	LLD 2a Uses language to express information and ask/answer questions	Uses vocalizations and gestures to communicate.	Uses a few words, signs or word-like sounds to communicate.	Communicates needs, desires and ideas or asks simple questions.	Uses descriptions and observations to communicate information and answer questions, or asks more complex questions.	Talks about activities or tells stories. Answers “who,” “what,” “when,” “why” and “how” questions.	Explains personal thoughts about familiar people, places and events.	Discusses ideas and feelings about a wide range of age-appropriate topics.	Uses expression, tone and pacing to reinforce the meaning of what they are communicating.
		LLD 2b Uses conversational skills	Responds with babbles or sounds with prompting.	Responds to one exchange, but is not on topic.	Responds on topic for one exchange.	Stays on topic for two to three exchanges.	Engages in conversations through multiple exchanges.	Initiates conversation with adults and peers.	Demonstrate understanding of conversation norms, such as listening, taking turns talking, distance between talkers and body orientation.	Asks for clarification about information or topics that occur during a conversation.
		LLD 2c Uses sentence structure	Mimics single sounds.	Communicates using one- to two-word sentences.	Communicates using two- to four-word sentences.	Communicates in sentences. May not always follow grammatical rules.	Communicates in simple, complete sentences.	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 2d Uses and expands vocabulary	Uses sounds 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 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 3a Rhyme	Listens to and moves to rhyming songs.	Repeats the last word in familiar rhymes when prompted.	Suggests a missing rhyming word within a poem or song.	Identifies when two words rhyme.	Produces rhyming words when given a word.	Rhymes with real and nonsensical words.	Independently identifies and repeats rhyming word pairs from a poem or song.	Creates an original rhyming song or poem.
		LLD 3b Hears Large Units of Sound	Babbles and vocalizes using sound, volume and inflection.	Repeats words or short sentences.	Shows awareness of separate words in spoken language.	Blends large units of sound, such as compound words, syllables or onset-rime.	Segments large units of sound, such as compound words, syllables or onset-rime.	Deletes large units of sound.	Substitutes large units of sound.	Manipulates, blends, substitutes and deletes large units of sound.
		LLD 3c Hears Small Units of Sound	Coos and makes sounds such as “oo” and “ah.”	Imitates or repeats sounds and tones.	Engages in word and sound play through songs and games.	Identifies and produces words that have the same beginning sound.	Identifies the end sound of a word and blends two-phoneme words.	Identifies medial sound of a word and blends CVC (consonant-vowel-consonant) words.	Segments phonemes in words.	Substitutes and deletes phonemes in words.
	LLD 4 Alphabetic Knowledge	LLD 4 Identifies letters, makes letter-sound connections and decodes words	Explores books and toys with letters and related images.	Participates in letter songs and activities.	Recognizes the first letter and letter sound in their name.	Identifies five to ten upper- and lowercase letters and letter sounds.	Identifies eleven to twenty upper- and lowercase letters and letter sounds.	Identifies all upper- and lowercase letters and letter sounds.	Decodes words with long and short vowel sounds, digraphs and blends with increasing automaticity.	Applies phonics strategies and word analysis skills to decode words, such as irregular high-frequency and unfamiliar words with increasing automaticity.
	LLD 5 Concepts of Print	LLD 5 Uses print concepts and explores books and other text	Opens and closes books, looks at them and points to pictures.	Recognizes if pictures are right-side up. Turns pages from the front to the back of the book.	Distinguishes between pictures and words. Identifies the front and back cover.	Distinguishes between letters and words. Indicates where to start reading on a page.	Identifies some punctuation and recognizes spaces between words.	Recognizes common types of text, such as poems, storybooks or fact books. Names author and illustrator. Identifies punctuation.	Explains the difference between books that tell stories and those that give information.	Identifies and uses text features to find information in texts.
	LLD 6 Reading Comprehension	LLD 6a Responds to text	Interacts by reaching for or patting when a book is read.	Chooses and holds a book and looks intently at each page.	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 their 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	Looks at and listens to books read aloud by an adult.	With prompting, answers “where” questions by pointing to pictures and repeating words from familiar stories.	Identifies the characters and setting in a story.	Retells portions of a story using pictures, gestures or props.	With prompting, answers simple questions about the characters, setting and events in a story and retells a story.	Asks and answers questions about the characters, setting and events in a story and retells the events of a story in sequence.	Makes inferences about character goals or causal connections in a story, and retells stories in sequence using more details.	Summarizes texts and their messages. Describes the points of view of various characters.
	LLD 7 Writing	LLD 7a Emergent Writing	With adult support, makes a mark with a writing tool or other material.	Makes random marks or draws with writing tools.	Marks or scribbles. Begins to make letter-like forms.	Writes letter-like forms or mock letters and letter strings from left to right.	Writes first name and some letters. Begins to use inventive spelling. Letters may be out of order or backward.	Writes first and last name and upper- and lowercase letters appropriately. Writes short phrases with more accuracy.	Writes simple sentences. Begins to use conventional spelling.	Writes simple and compound sentences. Uses punctuation. Checks and corrects spelling.
		LLD 7b Uses writing to represent meaning	Explores various tools used to write.	Makes handprints or fingerprints with adults.	Scribbles or draws marks as a representation of an object or person.	Uses a combination of drawing, dictating and writing to explain who or what something represents.	Uses a combination of drawing, dictating and writing to record an event or idea.	Draws and writes to express ideas or share an opinion.	Writes to give information about a topic, including some facts. Provides a concluding statement.	Writes ideas or groups information in logical order. Uses descriptive words in writing.

<div>  Mathematics </div>	M 1 Number Sense	M 1a Verbally counts numbers	Listens to counting songs and chants.	Says or sings random numbers, may be out of order.	Verbally counts to five.	Verbally counts to ten.	Verbally counts to twenty.	Verbally counts to 100 by ones and tens. Counts forward from a given number.	Verbally counts in sequence to 120 from a given number.	Verbally counts by fives, tens and hundreds to 1000.
		M 1b Identifies and writes numerals	Sees numbers in everyday context.	Begins to identify numbers. Identifies the numeral 1.	Identifies numerals up to five.	Identifies numerals up to ten and understands the numeral reflects the quantity of objects. Writes numerals up to five.	Identifies numerals up to twenty and understands the numeral reflects the quantity of objects. Writes numerals up to ten.	Identifies numerals up to fifty. Writes numerals up to twenty.	Identifies numerals to 100 and understands place value for two- to three-digit numbers.	Identifies and writes numerals to 1000. Understands place value for three- to four-digit numbers.
		M 1c Counting one-to-one, and composing and decomposing numbers	Points to objects.	Uses one-to-one correspondence to match objects or pictures.	Points to one object at a time while counting up to five.	Counts up to ten objects and indicates that the last number counted tells how many objects were counted.	Count up to twenty objects and indicates that the last number counted tells how many objects were counted.	Understands that a whole number is greater than its parts and can identify the number combinations that add up to five with prompting.	Identifies the number combinations that add up to five.	Decomposes numbers less than or equal to ten in more than one way.
		M 1d Number Quantities and Comparison	Looks for an object that is taken out of sight.	Recognizes amounts up to two without counting.	Recognizes amounts up to three without counting.	Recognizes amounts up to five without counting. Creates and counts groups of up to five objects and identifies which group has more, less or if they are equal.	Creates and counts groups of up to five objects and recognizes which group has more, even if the objects in the larger group are smaller.	Creates and counts groups of up to ten objects and identifies which group has more, less or if they are equal.	Uses the concept of a number line to compare which numbers are closer to each other.	Uses place value to compare numbers.
		M 1e Addition and Subtraction	Watches an adult add or take away toys.	Adds to and removes objects from a group as prompted.	Adds and subtracts by adding or removing objects and demonstrating understanding of the total up to three.	Adds and subtracts by adding to or removing objects and recounting to find the total up to five.	Adds and subtracts by adding to or removing objects and recounting to find the total up to ten.	Adds and subtracts by counting on or counting up to for totals up to ten.	Uses addition and subtraction strategies to solve problems with totals up to twenty.	Solves for the unknown in one- and two-step addition or subtraction word problems. Explains problem-solving strategies.
	M 2 Spatial Awareness	M 2a Understands how objects move in space	Tries to put one object inside another.	Purposely manipulates objects, such as turning or spinning them, to discover how things move or fit into a space.	Recognizes objects that are upside-down and turns them right-side up. Puts together three pieces to create a whole object.	Moves objects to assemble a whole, such as simple puzzles with prompting.	Moves objects to assemble a whole, such as simple puzzles. May take several attempts to determine the correct orientation.	Identifies and corrects the orientation of familiar objects and symbols. Assembles a puzzle without using a guide.	Creates complex pictures or objects by putting together or taking apart shapes.	Determines when shapes have been slid, turned or flipped and describes the translation.
		M 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, coordinates systems and maps to identify locations of objects or places.
	M 3 Shapes	M 3 Identifies shapes and their characteristics	Manipulates objects that are a variety of shapes.	Matches two identical shapes.	Identifies one to three two-dimensional shapes.	Identifies four to six two-dimensional shapes.	Identifies sides and angles or "corners" of shapes and uses materials to construct a shape when given a target shape to view.	Compares shapes by describing the attributes, such as the number and length of the sides and the number of angles or "corners" and recognizes shapes regardless of orientation.	Describes objects in the environment as two- and three-dimensional shapes. Identifies one to four three-dimensional shapes.	Separates a shape into halves, thirds and fourths.
	M 4 Measurement	M 4a Measures and Estimates	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 when given two to three objects.	Identifies that things can be measured and uses nonstandard measurement tools. Uses measurement vocabulary such as weight, length or volume.	Compares the length, weight and capacity of two objects to determine which is bigger or if they are the same and uses measurement vocabulary.	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.
		M 4b Compares and Orders	Picks up and puts down objects.	Places objects in a row in any order.	Compares and orders two to three objects. Identifies the first object.	Compares and orders up to five objects. Describes order using words like first, second and third.	Compares and orders up to ten objects. Describes order using words like first to tenth.	Orders objects by one feature, then reorders using a different feature. Orders events in time.	Compares objects by using a measuring tool, then orders.	Compares and explains how much longer one object is than another using standard units of measurement.
	M 5 Patterns	M 5 Copies, Creates, and Extends Patterns	Plays predictable activities with caregivers, such as pat-a-cake and peekaboo.	Notifies things that repeat in the environment.	Fills in the missing piece of an AB pattern.	Copies, creates and extends AB patterns.	Fills in the missing piece of complex patterns, such as ABC or AABB.	Copies, creates and extends complex patterns, such as ABC or AABB.	Identifies the smallest unit of a pattern, such as AAB as the smallest unit of the pattern AABAABAAAB.	Develops and explains own formula for creating a variety of patterns.
	M 6 Classification	M 6 Sorts and graphs	Notifies when two objects are similar in some way.	Creates groups of objects by common characteristics but may be mixed or inconsistent.	Sorts objects by one feature.	After sorting objects by one feature, sorts again by a different feature	Sorts objects by more than one feature and explains why.	Gathers, sorts and categorizes objects or data into two categories and counts how many are in each.	Gathers, represents and answers questions about objects or data in three categories.	Gathers, represents and answers questions about objects or data in four categories.

Individual children develop at a unique pace.		Infant	Toddler	Preschool			Primary			
Skill / Skill Code	Sub-skill / Definition	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8	
 Science	SCI 1 Investigation & Inquiry	SCI 1a Asks questions and makes predictions	Looks for a person or toy that has moved out of sight.	Asks simple questions about a familiar environment through words or gestures.	Begins to understand how things are connected and asks more complex questions about a familiar environment.	When given a question, guesses a possible answer or outcome.	Asks questions about a familiar environment or scientific phenomenon and makes predictions about the outcome.	Predicts multiple outcomes to a question or situation and explains personal reasoning.	Uses prior knowledge and gathered information to make predictions about a scientific phenomenon. Makes hypotheses about scientific phenomena with teacher support.	Asks questions and makes hypotheses about scientific phenomena or hypothetical problems. Conducts an experiment multiple times.
		SCI 1b Observes, describes and records	Uses senses to explore environment.	Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect.	Begins to observe, describe and record a simple scientific phenomenon with teacher support.	Observes and uses prior knowledge to describe and record a scientific phenomenon with teacher prompting.	Observes, describes and records a scientific phenomenon.	Gathers information or experiments to prove/disprove a prediction.	Records findings in charts or diagrams and explains one's problem-solving strategy.	Records and discusses observations and evaluates information to explain a phenomenon or prove/disprove a hypothesis.
	SCI 2 Natural & Earth Science	SCI 2a Understands living and nonliving things	Explores immediate environment using senses.	Plays with natural materials and reacts to animals or plants in the immediate environment.	Identifies familiar natural materials, animals or plants and groups them by common characteristics.	Demonstrates an understanding that all living things have needs. Identifies if an object can grow, eat or move.	Describes the characteristics of living things, sorts objects by living and nonliving and explains why.	Describes how living things obtain what they need to survive. Groups living things by complex features.	Describes how a living thing'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.	Points to and notices natural elements, such as clouds, rain and wind.	Recognizes day and night. Notices changes in temperature and weather.	Identifies the climate and weather in the immediate environment and describes ways to care for the natural world.	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 3a Explores forces and motion	Kicks feet or shakes arms to make other objects move.	Uses body to push or pull toys.	Explores motion by moving, rolling, blowing on or dropping a toy.	Explains how vehicles, animals or people move.	Experiments with and explores invisible forces, such as ramps and magnets.	Experiments and compares the movements of various objects and materials on a variety of surfaces.	Recognizes that gravity makes unsupported objects fall. Identifies objects that are attracted to magnets.	Explains how force is used to change the direction of moving objects.
		SCI 3b Explores the physical properties of materials	Uses senses to explore objects in an immediate environment.	Reacts to changes in texture, temperature, smell, sound or sight.	Begins to name colors.	Describes basic physical properties of objects, such as textures and colors.	Manipulates matter and observes any physical changes that may occur.	Classifies and sorts materials by a variety of physical properties.	Identifies materials that are solid, liquid and gas.	Describe how materials change between different states of matter.
	SCI 4 Technology	SCI 4 Uses tools and technology to perform tasks	Explores simple toys.	Begins to use simple toys purposefully.	Explores movable parts on toys.	Explores simple tools or interacts with simple types of technology.	Experiments with tools or technology to solve problems or accomplish tasks.	Uses familiar tools or technology to produce a desired result or solve a specific problem.	Experiments with familiar and unfamiliar tools or technology to achieve a variety of results.	Identifies which tools can best help save time, solve a problem or increase enjoyment.
 Social Studies	SS 1 Culture & Community	SS 1a Identifies community and family roles	Responds to and recognizes primary caregivers.	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 of different communities and how these features impact roles and responsibilities.
		SS 1b Explores and respects cultures and traditions	Listens to stories or music related to cultures and traditions.	Participates in activities related to cultures or traditions.	Recognizes familiar symbols or artifacts of traditions or customs.	Describes the routines, familiar stories, traditions, foods or celebrations of own family or community.	Explains the meaning and importance of their own traditions or customs. Begins to learn, ask questions and respect other cultures.	Explains the meaning and importance of traditions or customs of other people.	Compares diverse cultures or traditions.	Names influential people or events that have impacted familiar cultures and traditions.
		SS 1c Respects diversity	Sees diverse features of people in books, toys or media.	Explores people and their features, either in person or in pictures.	Identifies similarities and differences between self and others.	Respectfully participates in activities with others different than self.	Shows interest in learning about and interacting with peers who look, learn, believe or move differently.	Explains and celebrates how individuals, families or 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 adults to hear rules, routines and expectations.	Follows familiar rules and 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, such as local, state and national. Makes democratic decisions.
		SS 2b Understands concepts of money and economics	Reaches for desired objects.	Expresses a desire for an object or action. Expresses ownership such as by saying me or mine.	Expresses choice and recognizes interests and desires may be different from others. Explores the concepts of trade.	Asks before taking an object that doesn't belong to them and offers an object to others to get what they want. Explores the 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 3a Identifies types of places	Responds to changes in the immediate environment.	Recognizes familiar places.	Identifies a variety of familiar places in own community.	Identifies different types of water bodies, streets, buildings or landmarks in own community.	Explains the purpose for different types of structures, such as bridges and buildings. Asks questions about landmarks.	Compares the geographic features of one's community to another community.	Identifies and describes various types of landforms and natural resources.	Explains how the physical features and characteristics of an environment affect how people live.
		SS 3b Interacts with maps	Navigates within a familiar environment.	Finds ways to move around obstacles in a familiar environment.	Follows a path.	Recognizes symbols or landmarks.	Identifies what is represented on a map and draws pictures of current location.	Recreates a map of something they cannot immediately see.	Locates familiar places on maps. Uses cardinal directions to follow and give directions.	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.	Indicates the beginning or ending of an event	Describes events as they happen. Uses words such as "first" and "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.

Creative Arts	CA 1 Music	CA 1a Expresses through music	Makes sounds to communicate feelings.	Repeats words in familiar songs and attempts to sing.	Expresses likes and dislikes of familiar songs. Explores shaking, pounding or 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 or melody.	Interprets and compares many types of music.	Experiments and performs self-written music or rhythmic patterns.
		CA 1b Develops rhythm	Responds to rhythm.	Responds to changes in rhythm.	Claps to beat. May not always be consistent.	Claps along to simple rhythm patterns.	Repeats simple rhythm patterns.	Creates simple rhythm patterns.	Maintains a steady beat. Recognizes strong/weak beats. Begins to read rhythm notation.	Maintains rhythm in various meter groupings.
		CA 1c Develops tone	Responds to sounds.	Responds to changes in sound, volume or melody.	Understands the difference between singing and speaking voices.	Controls voice to mimic the melodic direction.	Hears the change of musical phrases in a song. Sings along to familiar songs.	Controls pitch when singing a familiar song.	Matches vocal pitch in a limited range.	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, such as 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 such as by swaying or bouncing to music.	Follows the movements of others. Explores personal space and direction.	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 art 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 they 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 or 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 pre-planned 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.	Uses a combination of real and imaginary props or characters to play out multiple scenes or events.	With adult support, plans a story and creates costumes, settings or props to create a mood or environment.	Plans a story and creates costumes, settings or props to create a mood or environment.

Skill Code/Skill		Sub-Skill Code/Definition	Pre-Production	Early Production	Speech Emergence	Intermediate Fluency	Advanced Fluency
Second Language Acquisition	SLA 1 Approach to second language acquisition	SLA 1a Participates using target language	Observes interactions in target language, but may not participate.	When prompted, uses gestures and words in target language to participate in group interactions.	Uses target language to actively participate, working around any language barriers.	Initiates interactions in target language, displaying adequate conversational proficiency with minimal language barriers.	Uses target language confidently and comfortably to participate. Begins to display written and academic proficiency for developmental level.
	SLA 1 Approach to second language acquisition	SLA 1b Demonstrates initiative with target language	Uses cues and gestures to understand interactions in target language.	Asks for repetition of target language to clarify understanding.	Seeks explanations for unknown words and phrases in target language.	Asks questions in target language to clarify meaning of idioms and complex interactions.	Uses context clues and resources to clarify any misunderstandings.
	SLA 1 Approach to second language acquisition	SLA 1c Demonstrates use of varied vocabulary in target language	Uses cues and gestures to understand interactions in target language.	Repeats often heard words in target language.	Uses social vocabulary to actively communicate and participate in the target language. Begins to use academic vocabulary in the target language.	Asks questions in target language to clarify meaning of idioms and complex interactions. Uses more advanced academic vocabulary in the target language.	Uses context clues and resources to clarify any misunderstandings.
	SLA 2 Comprehension of second language	SLA 2a Demonstrates comprehension of target language	Responds to cues, such as gestures and visualizations.	Responds to simple words, phrases and questions in target language, especially in combination with other cues.	Responds to simple stories and short discussions in target language.	Responds to stories, shares opinions and engages in discussions in target language.	Demonstrates near-native comprehension of target language in all contexts.
	SLA 2 Comprehension of second language	SLA 2b Demonstrates use of words and sentence structure of target language	Uses cues, gestures and visualizations to communicate.	Uses words and memorized phrases in target language to communicate.	Formulates sentences by combining familiar words and phrases in target language. May make frequent errors.	Uses increasingly complex linguistic structures in target language with minimal grammatical errors.	Uses target language effectively in all contexts.