	August-November					Year Long
	Unit 1 Function	**Unit 2 Classifying**	**Unit 3 Attributes**	**Unit 4 Inquiry**	**Unit 5 One-to-One**	**Unit 6 Labels**
Standards	**1.a.** Develops awareness of own culture and other characteristics of groups of people. 1.b. Develops a basic understanding of needs and wants. 1.c. Develops understanding that everyone has rights and responsibilities within a group. 1.d. Develops ability to take care of materials in the environment.		**1.a.** Develops awareness of own culture and other characteristics of groups of people.			
Topics	Functions represent knowing the intention of objects, roles, rules and norms for families, groups, communities and cultures in which children participate or belong.	Classifying is the ability to group or sort animals, events, objects, people, sounds, etc. based upon various attributes. Children can also classify using criteria such as function or categories.	Attributes include color, shape and quality concepts	Inquiry is when children demonstrate the ability to explore topics, materials, and/or experiences using multiple senses. Inquiry doesn't require a clear problem to solve but rather actions taken to investigate, build from, and/or learn more.	One-to-One is the ability to pair a label/name, symbol, or action of one object, person, and/or event to another.	Labels represent ways to address, name, and identify objects, people, and/or places or events. Labels allow children to catalog, classify, search, and assign values or tags. Labels can include: body parts, emotions, events, letters, numbers, objects, titles, emotions, etc..
Assessments	1.a. Social-Emotional-E.4, A.3 1.a. Cognitive- C.3.3 1.b. Social Communication- A.4.1, E.1.1,C.1, B.1.1 1.b. Cognitive- D.4.1 1.c. Social-Emotional- A.1.1, A.3, A.3.2, E.2, E.3 1.c. Social- Communication- A.2.2, B.3.1 1.d. Cognitive- D.2.2 1.d. Fine Motor- A.3.1 1.d. Social-Emotional- D.1.1, D.2.1, E.2		1.a. Social-Emotional-E.4, A.3 1.a. Cognitive- C.3.3			

	December-February					
	Unit 7 Associations	**Unit 8 Problem Solving**	**Unit 9 Comparing and Contrasting**	**Unit 10 Segmenting and Blending**	**Unit 11 Comprehending**	**Unit 12 Labels**
Standards			1.a. Develops awareness of own culture and other characteristics of groups of people.		1.b. Develops a basic understanding of needs and wants. 1.c. Develops understanding that everyone has rights and responsibilities within a group.	

Topics	Associations represent relationships or connections between objects, people and/or events. An understanding of associations by using quantity, size, spatial, and temporal concepts and terms.	Problem solving is the ability to address a situation by completing one or all of the following steps: *1) recognizing the problem, 2) thinking of possible solutions, 3) carrying out solutions,* and/or *4) evaluating the outcome.*	Comparing and Contrasting is the ability to associate, relate, or recognize the similarities and differences of individual or sets of sounds, objects, people, and/or events.	Segmenting and blending is the ability to separate, split up, or disassemble a whole into portions or parts and/or put together, combine, mix, or assemble portions or parts into a whole.	Comprehending is when a child remembers, recalls from memory, understands information AND uses/acts upon the information. Children use or act upon information recalled, verbally (e.g., asking and answering questions, telling) and non-verbally (e.g., following directions, matching, imitating).	Labels represent ways to address, name, and identify objects, people, and/or places or events. Labels allow children to catalog, classify, search, and assign values or tags. Labels can include: body parts, emotions, events, letters, numbers, objects, titles, emotions, etc..
Assessments			1.a Social-Emotional-E.4, A.3 1.a Cognitive- C.3.3		1.b. Social Communication- A.4.1, E.1.1, C.1, B.1.1 1.b. Cognitive- D.4.1 1.c. Social-Emotional- A.1.1, A.3, A.3.2, E.2, E.3 1.c. Social- Communication- A.2.2, B.3.1	
	March-May					
	Unit 13 Reliance	**Unit 14 Symbolizing**	**Unit 15 Reasoning**	**Unit 16 Sequencing**	**Unit 17 Creating**	**Unit 18 Labels**
Standards	1.b. Develops a basic understanding of needs and wants. 1.c. Develops understanding that everyone has rights and responsibilities within a group. 1.d. Develops ability to take care of materials in the environment.					
Topics	Reliance allows children to understand there are interdependencies and interconnectedness between objects, people and/or events. Reliance represents the causal relationships or effects between actions or events including physical, biological and/or personal/social.	Symbolizing is the ability to use words, objects, people, pictures, icons, characters or labels to take the place of and or represent another event, idea, emotion, location, object, person.	Reasoning is the ability to make inferences, predictions, draw conclusions and explain thinking. It is also the ability to understand why things happen.	Sequencing is the ability to imitate, re-create, exchange, or extend patterns and/or series.	Creating is when children demonstrate the ability to design, produce, and/or construct new “things”. Children create by extending and modifying not by directly imitating or recreating something that already exists.	Labels represent ways to address, name, and identify objects, people, and/or places or events. Labels allow children to catalog, classify, search, and assign values or tags. Labels can include: body parts, emotions, events, letters, numbers, objects, titles, emotions, etc..
Assessments	1.b. Social Communication- A.4.1, E.1.1, C.1, B.1.1 1.b. Cognitive- D.4.1 1.c. Social-Emotional- A.1.1, A.3, A.3.2, E.2, E.3 1.c. Social- Communication- A.2.2, B.3.1 1.d. Cognitive- D.2.2 1.d. Fine Motor- A.3.1 1.d. Social-Emotional- D.1.1, D.2.1, E.2					