

	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 Assessed	1.a. Demonstrates understanding of increasingly complex language. 1.b. Develops and expands understanding of vocabulary and concepts. 1.c. Communicates using increasingly complex language. 1.d. Participates in conversations with increasing application of turn-taking skills. 1.e. Develops comprehension of read-aloud text. 2.a. Develops awareness of syllables in spoken words. 2.b. Develops awareness of initial sounds and onsets and rimes in spoken words. 3.a. Develops knowledge of print organization. 4.a. Develops understanding that writing represents spoken language. 4.b. Draws and writes using increasingly sophisticated grasp.	1.b.Develops and expands understanding of vocabulary and concepts. 3.b. Develops knowledge of the alphabet.		1.e. Develops comprehension of read-aloud text. 3.a. Develops knowledge of print organization.	1.a. Demonstrates understanding of increasingly complex language. 1.c. Communicates using increasingly complex language. 1.d. Participates in conversations with increasing application of turn-taking skills. 1.e. Develops comprehension of read-aloud text. 2.a. Develops awareness of syllables in spoken words. 2.b. Develops awareness of initial sounds and onsets and rimes in spoken words. 2.c. Develops understanding of rhyme. 3.b. Develops knowledge of the alphabet. 4.a. Develops understanding that writing represents spoken language. 4.b. Draws and writes using increasingly sophisticated grasp.	1.b. Develops and expands understanding of vocabulary and concepts. 2.c. Develops understanding of rhyme. 3.b. Develops knowledge of the alphabet.
Topics	Functions represent knowing the intention of objects, roles, rules and norms for families, groups, communities and cultures in which	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	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,

	children participate or belong.			actions taken to investigate, build from, and/or learn more.		numbers, objects, titles, emotions, etc..
Assessments AEPS3	1.a.: Social Communication A.1., B.1.1, B.2, B.4 Social-Emotional A.2. 1.b.: Social-Communication A.1., C.1.2, D.2.2 Social-Emotional A.2. 1.c.: Social-Communication A.4.1, C.1., C.1.1., C.1.2 Social-Emotional A.2 Literacy B.4 1.d.: Social-Communication A.1, D.1, D.3 Social-Emotional A.2 1.e.: Social-Communication A.1. Literacy A.1., D.2.2 2.a.: Social Communication A.1, A.2, C.1.2, Social Emotional A.2 Literacy B.2.1, B.3, B.3.1 2.b: Social Communication A.1, A.2, C.1.2 Social Emotional A.2 Literacy B.3, B.4, B.4.4, B.4.5 2.c: Social Communication A.1, A.1.1, A.2, A.3.2 Social Emotional A.2 Literacy B.1, B.1.1 3.a.: Literacy A: 1.1, A. 2.1, A.2.2, A.3 4.a. Social-Communication B.1.1 Literacy A.3, A.3.2, E.1.1, E.2, E.3.4 Cognitive B.1.2	1.b.: Social-Communication A.1., C.1.2, D.2.2 Social-Emotional A.2. 3.b.: Cognitive A.1.1 Literacy C.1, C.1.2, C.1.4		1.e.: Social-Communication A.1. Literacy A.1., D.2.2 3.a.: Literacy A: 1.1, A. 2.1, A.2.2, A.3	1.a.: Social Communication A.1., B.1.1, B.2, B.4 Social-Emotional A.2. 1.c.: Social-Communication A.4.1, C.1., C.1.1., C.1.2 Social-Emotional A.2 Literacy B.4 1.d.: Social-Communication A.1, D.1, D.3 Social-Emotional A.2 2.a.: Social Communication A.1, A.2, C.1.2, Social Emotional A.2 Literacy B.2.1, B.3, B.3.1 2.b: Social Communication A.1, A.2, C.1.2 Social Emotional A.2 Literacy B.3, B.4, B.4.4, B.4.5 2.c: Social Communication A.1, A.1.1, A.2, A.3.2 Social Emotional A.2 Literacy B.1, B.1.1 3.b.: Cognitive A.1.1 Literacy C.1, C.1.2, C.1.4 4.a. Social-Communication B.1.1 Literacy A.3, A.3.2, E.1.1, E.2, E.3.4 Cognitive B.1.2 4.b. Fine Motor B.3.4, B.3.5, C.1, C.1.4	1.b.: Social-Communication A.1., C.1.2, D.2.2 Social-Emotional A.2. 2.c: Social Communication A.1, A.1.1, A.2, A.3.2 Social Emotional A.2 Literacy B.1, B.1.1 3.b.: Cognitive A.1.1 Literacy C.1, C.1.2, C.1.4

	4.b. Fine Motor B.3.4, B.3.5, C.1, C.1.4					
	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 Assessed			2.c. Develops understanding of rhyme.	1.c. Communicates using increasingly complex language. 2.a. Develops awareness of syllables in spoken words. 2.b. Develops awareness of initial sounds and onsets and rimes in spoken words.	1.a. Demonstrates understanding of increasingly complex 1.b. Develops and expands understanding of vocabulary and concepts. language. 1.c. Communicates using increasingly complex language. 1.d. Participates in conversations with increasing application of turn-taking skills. 1.e. Develops comprehension of read-aloud text. 2.c. Develops understanding of rhyme. 3.a. Develops knowledge of print organization.	1.b. Develops and expands understanding of vocabulary and concepts. 2.c. Develops understanding of rhyme. 3.b. Develops knowledge of the alphabet.
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) <i>recognizing the problem</i> , 2) <i>thinking of possible solutions</i> , 3) <i>carrying out solutions</i> , and/or 4) <i>evaluating the outcome</i> .	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			2.c: Social Communication A.1, A.1.1, A.2, A.3.2 Social Emotional A.2 Literacy B.1, B.1.1	1.c.: Social-Communication A.4.1, C.1., C.1.1., C.1.2 Social-Emotional A.2 Literacy B.4 2.a.: Social Communication A.1, A.2, C.1.2, Social Emotional A.2 Literacy B.2.1, B.3, B.3.1 2.b: Social Communication A.1, A.2, C.1.2 Social Emotional A.2 Literacy B.3, B.4, B.4.4, B.4.5	1.a.: Social Communication A.1., B.1.1, B.2, B.4 Social-Emotional A.2. 1.b.: Social-Communication A.1., C.1.2, D.2.2 Social-Emotional A.2. 1.c.: Social-Communication A.4.1, C.1., C.1.1., C.1.2 Social-Emotional A.2 Literacy B.4 1.d.: Social-Communication A.1, D.1, D.3 Social-Emotional A.2 1.e.: Social-Communication A.1. Literacy A.1., D.2.2	1.b.: Social-Communication A.1., C.1.2, D.2.2 Social-Emotional A.2. 2.c: Social Communication A.1, A.1.1, A.2, A.3.2 Social Emotional A.2 Literacy B.1, B.1.1 3.b.: Cognitive A.1.1 Literacy C.1, C.1.2, C.1.4

					2.c: Social Communication A.1, A.1.1, A.2, A.3.2 Social Emotional A.2 Literacy B.1, B.1.1 3.a.: Literacy A: 1.1, A. 2.1, A.2.2, A.3	
	March-May					
	Unit 13 Reliance	Unit 14 Symbolizing	Unit 15 Reasoning	Unit 16 Sequencing	Unit 17 Creating	Unit 18 Labels
Standards Assessed	1.a. Demonstrates understanding of increasingly complex language.	2.a. Develops awareness of syllables in spoken words. 2.b. Develops awareness of initial sounds and onsets and rimes in spoken words. 3.b. Develops knowledge of the alphabet. 4.a. Develops understanding that writing represents spoken language. 4.b. Draws and writes using increasingly sophisticated grasp.		1.d. Participates in conversations with increasing application of turn-taking skills.	4.a. Develops understanding that writing represents spoken language.	1.b. Develops and expands understanding of vocabulary and concepts. 2.c. Develops understanding of rhyme. 3.b. Develops knowledge of the alphabet.
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.a.: Social Communication A.1., B.1.1, B.2, B.4 Social-Emotional A.2.	2.a.: Social Communication A.1, A.2, C.1.2, Social Emotional A.2 Literacy B.2.1, B.3, B.3.1 2.b: Social Communication A.1, A.2, C.1.2 Social Emotional A.2 Literacy B.3, B.4, B.4.4, B.4.5		1.d.: Social-Communication A.1, D.1, D.3 Social-Emotional A.2	4.a. Social-Communication B.1.1 Literacy A.3, A.3.2, E.1.1, E.2, E.3.4 Cognitive B.1.2	1.b.: Social-Communication A.1., C.1.2, D.2.2 Social-Emotional A.2. 2.c: Social Communication A.1, A.1.1, A.2, A.3.2 Social Emotional A.2 Literacy B.1, B.1.1 3.b.: Cognitive A.1.1 Literacy C.1, C.1.2, C.1.4

		3.b.: Cognitive A.1.1 Literacy C.1, C.1.2, C.1.4 4.a. Social-Communication B.1.1 Literacy A.3, A.3.2, E.1.1, E.2, E.3.4 Cognitive B.1.2 4.b. Fine Motor B.3.4, B.3.5, C.1, C.1.4				
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