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Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
Approaches To Learning Through Play (14)	
Standard Area AL.1: Constructing and Gathering Knowledge (3)	
Curiosity and Initiative AL.1.PK.A **Explore and ask questions to seek meaningful information about a growing range of topics, ideas and tasks.** ● Utilize senses to explore and learn from the environment ● Show interest and interact with peers 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 peers play and ask to join in	**Physical Development** Use of Senses **Standard: Uses senses (sight, touch, hearing, smell, and taste) to explore the learning environment and process information** ● Actively participates in sensory experiences and combines multiple senses to intentionally learn about objects/materials **Approaches to Play and learning** Initiation and Exploration **Standard: Demonstrates interest and curiosity** ● Shows eagerness to learn about new topics by exchanging questions with peers or unfamiliar adults (guest speakers or parents of peers) ● Shows eagerness to share new experiences by talking about personal experiences that occurred outside the classroom and asking an adult to replicate that experience for peers ● Begins to share classroom experiences with friends or family outside of school • Consistently generates questions and seeks additional clarifications about materials/objects in the learning environment
Risk Taking AL.1.PK.B **Demonstrate a willingness to participate in new and challenging experiences.** ● 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	**Approaches to Play and Learning** Initiative and Exploration **Standard: Demonstrates initiative and self-direction** ● Engages in new experiences and learns new concepts (selecting **Standard:Demonstrates Self-Control** • With minimal verbal prompting, practices skills identified by an adult as needing improvement • With verbal prompting and encouWith minimal verbal prompting, practices skills identified by an adult as needing improvement ragement, returns to

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● 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)	preferred activity that was abandoned due to setbacks with the intention of improving **Physical Development** Health and Wellness **Standard: Practices healthy and safe habits** ● Constantly follows established safety rules in the classroom, on the playground, and in the community and anticipates the consequences of not following the safety rules
Stages of Play AL.1.PK.C **Engage in complex play sequences with two or more children.** ● 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	**Approaches to Play and Learning** Play **Standard**: **Engages in a progression of individualized and imaginative play** ● Regularly assigns specific roles to peers in order to enhance the pretend/make-believe play ● May begin to assign specific roles to adults in order to enhance the pretend/make-believe play ● Consistently uses a combination of real and imaginary objects to enhance pretend/make-believe play ● With minimal verbal prompting, shows understanding of the difference between 'real' and 'not real' when engaging in pretend/make-believe play ● Regularly creates pretend/make-believe play in a 'small world' (fairy garden, ladybug house, etc.) Initiative and Exploration **Standard:Demonstrates initiative and self-direction** ● Gathers peers and organizes an outdoor game to play
Standard Area AL.2: Organizing and Understanding Information (5)	

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Engagement and Attention AL.2.PK.A **Work toward completing a task, even if challenging, and despite interruptions.** ● State when they are being distracted ● State when they are frustrated by a challenge ● Move away from distractions in order to complete a task	**Social Emotional Development** Self-Regulation **Standard: Demonstrates self-control** ● Consistently reflects on own emotions and selects a strategy to manage them based on the situation (location, classroom activity, etc.) ● Consistently reflects on own behaviors (attention and impulses) and with verbal prompting and encouragement selects strategies to manage them based on the situation (location, classroom activity, etc.)
Task Analysis AL.2.PK.B **Independently break simple tasks into steps and complete them one at a time.** ● 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	**Language and Emergent Literacy** Receptive Language **Standard:Listens for a variety of purposes and demonstrates comprehension** ● Follows verbal, visual and/or written multi-step directions with accuracy **Approaches to Play and Learning** Initiative and Exploration **Standard"Demonstrates Initiative and Self-direction**

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	● Exchanges plans and ideas with peers and with minimal adult prompting, plans out individual steps to accomplish the plan ● Develop strategies to accomplish each outlined step of the plan with minimal adult prompting **Social Emotional Development** Self-Regulation **Standard:Demonstrates Self-Control** ● Consistently follows established classroom routines and provides personal suggestions for additions/changes to established classroom routines ● Follows verbal, visual and/or written multi-step directions with accuracy
Persistence AL.2.PK.C **Attempt to accomplish challenging tasks by employing familiar and new strategies as needed.** ● 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	**Social Emotional Development** Attentiveness and Persistence **Standard: Demonstrates self-control** ● With verbal prompting and encouWith minimal verbal prompting, practices skills identified by an adult as needing improvement ragement, returns to preferred activity that was abandoned due to setbacks with the intention of improving skills that may have been the reason for the setback ● With verbal prompting and encouragement, returns to a non-preferred activity that was abandoned due to setbacks with the intention of improving skills that may have been the reason for the setback ● With verbal prompting and encouragement, begins to ask peers for assistance to improve personal skills
Patterning AL.2.PK.D **Recognize and extend simple patterns.** ● Identify patterns in the environment (e.g. stripes on a flag) ● Clap out rhythmic patterns ● Practice extending simple repeating patterns using manipulatives	**Cognitive Development-Mathematics** Measurement and Comparison **Standard: Sorts, orders, classifies, and creates patterns** ● Duplicates a simple pattern (AB) from a physical and/or picture model ● With minimal verbal prompting, identifies increasingly more complex patterns (ABC, AAB, ABB, AABB) ● With verbal prompting and encouragement, predicts what comes next when the complex pattern (ABC, AAB, ABB, AABB) is extended ● With verbal prompting and encouragement, duplicates

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	increasingly more complex patterns (ABC, AAB, ABB, AABB) from a physical and/or picture model
Memory AL.2.PK.E **Retain and recall information presented over a short period of time.** ● 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 de-Creative Details from stories, events, and experiences	**Cognitive Development-Social Studies** History and Events **Standard:Understands the passage of time and how events are related** ● Participates in shared reading experiences about events that have occurred in the recent past and long ago past ● With minimal verbal prompting, identifies an event that has occurred in the recent past or long ago past ● Participates in conversations about events at school or home that are occurring in the present or the immediate future ● With minimal verbal prompting, identifies an event at school or home that is occurring in the immediate future ● With minimal verbal prompting, uses resources such as calendars, pictures, or major life milestones to discuss events in a relatively accurate time frame (past, present or future)
Standard Area AL.3: Applying Knowledge (3)	
Creativity AL.3.PK.A **Use music, art and/or stories to express ideas, thoughts, and feelings.** ● Reference 9.1.M.PK.E; 9.1.D.PK.E; 9.1.V.PK.E; 1.4.PK.M; 1.5.PK.E	**Cognitive Development-Creative Developmen**t Creative Dance and Movement **Standard: Participates in dance to express creativity** Visual Arts **Standard:Creates, observes, and analyzes visual art forms to develop artistic expression** Music **Standards: Uses their voice, instruments or objects to musically express creativity**
Invention AL.3.PK.B **Produce and explain the purpose for a new creation.** ● 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	**Cognitive Development-Creative Development** Visual Arts **Standard:Creates, observes, and analyzes visual art forms to develop artistic expression** ● Regularly uses vocabulary related to art and art forms in order to more accurately describe observed details and preferences ● Regularly uses expanded vocabulary to discuss own artwork compared or contrasted to the art work of others

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Representation AL.3.PK.C **Use materials and objects to represent new concepts.** ● 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 make-believe or fantasy objects (e.g. spoon for a magic wand, broom for a flying horse)	**Approaches to Play and Learning** Play **Standard: Engages in a progression of individualized and imaginative play** ● Consistently uses a combination of real and imaginary objects to enhance pretend/make-believe play Initiative and Exploration **Standard: Demonstrates interest and Curiosity** ● Regularly collects unfamiliar objects and/or familiar objects from an unfamiliar setting to utilize during play (Example: finding styrofoam pieces that have blown onto the playground and using them in the water table as pool floats for dollhouse dolls) **Cognitive Development-Creative Development** Drama **Standard: Uses dramatic play to express creativity** ● Consistently utilizes fingerplay/story props and requests to use preferred finger play/story props if they are not accessible ● With minimal verbal prompting, utilizes different objects as substitutes for specific props that may not be accessible during dramatic play ● Begins to utilize imaginary props during dramatic play 'story', especially if the dramatic play 'story' is mostly fantasy based (Example: Fairies, gnomes, magic, super heroes, etc.)
Standard Area AL.4: Learning Through Experience (3)	

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Making Connections AL.4.PK.A **Relate knowledge learned from one experience to a similar experience in a new setting.** ● 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)	**Cognitive Development-Cognitive Processes** Thinking Skills **Standard: Uses prior knowledge to build new knowledge** ● Explains connections between people, objects and ideas even if they are encountered in new or unfamiliar situations **Language and Emergent Literacy** Receptive Language **Standard:Acquires vocabulary introduced in conversations, activities, stories, and/or books** ● Regularly shares prior experiences and utilizes new or novel vocabulary when sharing ● Regularly shares prior experiences and utilizes the experience to explain/define the new or novel vocabulary **Cognitive Development-Social Studies** History and Events Standard: Understands the passage of time and how events are related ● Participates in conversations about events at school or home that are occurring in the present or the immediate future ● With minimal verbal prompting, identifies an event at school or home that is occurring in the immediate future ○
Resiliency AL.4.PK.B **Recognize that everyone makes mistakes and that using positive coping skills can result in learning from the experience.** ● Reference 16.1.PK.C	**Social Emotional Development** Develops sense of self **Standard:. Engages in self-expression** ● Consistently chooses to follow established routines and procedures even if peers are not (waits in line to get a drink, puts blocks back on the shelf by shape even when peers just pile blocks anywhere on the shelf) **Cognitive Development-Social Studies** People and Community **Standard:Demonstrates an understanding of the classroom community** ● Prompts peers when group norms are not followed after an adult repeats the expected norms several times ● Corrects peers when inappropriate social behaviors are being displayed after an adult repeats the expected social behaviors several times

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Problem Solving AL.4.PK.C **Attempt problem solving activities to achieve a positive outcome.** ● 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 difference solution (e.g. "That didn't work because …") ● Demonstrate increasing flexibility in a variety of situations, task, and activities	**Cognitive Development-Cognitive Processes** Problem Solving **Standard: Demonstrates problem solving skills** ● Regularly experiments with familiar objects to solve current/present problems (Example: Adult asks what could be done to stabilize the structure that was built on the plush reading rug or what other container can be used to move the most water from the water table to the mud kitchen) ● Regularly experiments with familiar objects to solve imaginary problems presented by an adult (Example: Adult asks what could be used to build a house for a fairy or what could be used to trap a leprechaun)
Language and Literacy Development (46)	
Standard Area 1.1 Foundational Skills (5)	
Book Handling 1.1 PK.A **Practice appropriate book handling skills.** ● 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	**Language and Emergent Literacy** Early Reading **Standard: Demonstrates awareness of print concepts** ● Accurately moves a finger under text while the text is being read-aloud and may attempt to read the words along with the adult ● Accurately moves a finger under each word in the title of a book and may attempt to read the title of the book along with the adult ● Shows increasing accuracy while moving finger from left to right and using a "return sweep" to move to the next line of text when pretending to read or when listening to an audiobook
Print Concepts 1.1 PK.B **Identify basic features of print.** ● Differentiate between numbers and letters and letters and words ● Recognize and name some upper and lower case letters of the alphabet	**Language and Emergent LIteracy** Early Reading **Standard: Demonstrates increasing knowledge of the alphabet** ● Names and identifies all the letters in own name ● Recognizes and names the first letters of the majority of peers' names ● With verbal prompting and encouragement, recognizes and names some uppercase and lowercase letters introduced during classroom activities

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Phonological Awareness 1.1 PK.C **Demonstrate understanding of spoken words, syllables, and sounds (phonemes).** ● 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	**Language and Emergent Literacy** Early Reading **Standard:Develops phonological awareness (discriminates the sounds of language)** ● Changes volume, speed or pitch while independently reciting phrases from familiar songs, rhymes, chants, poems, and fingerplays ● Regularly repeats phrases from newly learned songs, rhymes, chants, poems, and fingerplays ● Independently recites favorite songs, rhymes, chants, poems, or fingerplays in their entirety ● Accurately uses physical actions to identify individual words in sentences ● With minimal verbal prompting, listens to 2 spoken words and accurately identifies if those spoken words sounds the same at the end (rhyme) ● With verbal prompting and encouragement, listens to 2 spoken words and identifies if those spoken words sound the same at the beginning (alliteration) ● With adult modeling and support, produces 2 spoken words that sound the same at the beginning (alliteration)
Phonics and Word Recognition 1.1.PK.D **Develop beginning phonics and word skills.** ● Associate some letters with their names and sounds ● Identify familiar words and environmental print	**Language and Emergent LIteracy** Early Reading **Standard: Demonstrates increasing knowledge of the alphabet** ● With verbal prompting and encouragement, associates the letter sound with the first letter in their first name ● With adult support, associates the letter sound with the letters introduced during classroom activities ● Identifies first and last name in print ● Utilizes symbol knowledge to read rebus stories or follow picture directions ● Makes own labels using a string of letters and sometimes asks an adult for a print model to copy from
Fluency 1.1.PK.E **Emerging to: Read emergent reader text with purpose and understanding.** ● Recite rhymes, songs, and familiar text while tracking with a finger or pointer	**Language and Emergent Literacy** Early Reading **Standard:Demonstrates awareness of print knowledge** ● Regularly shares books and print media with peers pointing out events,

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● Apply knowledge of letters, word 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	characters, or settings that are familiar/interesting/unique • With minimal verbal prompting, bring books or print media to a peer to provide it as a resource to the peer (Example: Brings a peer a book with a bird in it when overhearing the peer say they can't remember how to paint a bird's feet. Brings a peer a cookbook when the peer is acting as a chef in the kitchen and mentions they don't know how to cook soup.) • Accurately moves a finger under text while the text is being read-aloud and may attempt to read the words along with the adult • Accurately moves a finger under each word in the title of a book and may attempt to read the title of the book along with the adult • Shows increasing accuracy while moving finger from left to right and using a "return sweep" to move to the next line of text when pretending to read or when listening to an audiobook • Utilizes symbol knowledge to read rebus stories or follow picture directions • Makes own labels using a string of letters and sometimes asks an adult for a print model to copy from •
Standard Area 1.2 Reading Informational Text (10)	
Key Ideas and Details- Main Idea 1.2.PK.A **With prompting and support, retell key details of text that support a provided main idea.** ● 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	**Language and Emergent Literacy** Early Reading **Standard: Acquires meaning from a variety of materials read aloud to them** ● Frequently retells familiar stories using props that mirror the story characters or pictures that mirror the story events • Accurately retells a recently read story using props that mirror the story characters or pictures that mirror the story events • Accurately sequences the beginning, middle and end of a familiar story when provided pictures of the story events • May accurately sequence the beginning, middle and end of a recently read story when provided pictures of the story events
Key Ideas and Details- Text Analysis	**Language and Emergent Literacy**

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1.2.PK.B **Answer questions about a text.** ● 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	Receptive Language **Standard:Listens for a variety of purposes and demonstrates comprehension** ● With minimal verbal prompting, answers interpretive questions (questions that can be answered by using information gained from the text) Example: Why did the mouse want the cookie? ● With minimal verbal prompting, answers evaluative questions (questions that require children to share their opinion/what they think or feel) Example: Where do you believe the squirrels hide all the acorns they collect? Early Reading **Standard: Acquires meaning from a variety of materials read aloud to them** ● Consistently answers questions asked about story characters, story setting, and story events ● With minimal verbal prompting, answers the majority of compare and contrast questions about two familiar stories
Key Ideas and Details 1.2. PK.C **With prompting and support, make connections between information in a text and personal experience.** ● Share personal experience and prior knowledge that is relevant to the text ● 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	**Language and Emergent Literacy** Receptive Language **Standard:Acquires vocabulary introduced in conversations, activities, stories, and/or books** ● Regularly shares prior experiences and utilizes new or novel vocabulary when sharing ● Regularly shares prior experiences and utilizes the experience to explain/define the new or novel vocabulary Early Reading ● Regularly shares books and print media with peers pointing out events, characters, or settings that are familiar/interesting/unique
Craft and Structure- Text Structure 1.1 PK.E **Identify the front cover, back cover and title page of a book.** ● 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	**Language and Emergent Literacy** Early Reading **Standard: Demonstrates awareness of print concepts** ● Shows proficient book handling skills
Craft and Structure-Vocabulary	**Language and Emergent Literacy**

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Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
1.2. PK.F **With prompting and support, answer questions about unfamiliar words read aloud from a text.** ● Participate in discussions about unfamiliar words ● Connect prior understandings to unfamiliar words	Receptive Language **Standard: Acquires vocabulary introduced in conversations, activities, stories, and/or books** ● Regularly shares prior experiences and utilizes new or novel vocabulary when sharing ● Regularly shares prior experiences and utilizes the experience to explain/define the new or novel vocabulary
Integration of Knowledge and Ideas 1.2. PK.G **With prompting and support, answer questions to connect illustrations to the written word.** ● 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	**Language and Emergent Literacy** Early Reading **Standard:. Acquires meaning from a variety of materials read aloud to them** ● Frequently retells familiar stories using props that mirror the story characters or pictures that mirror the story events ● Accurately retells a recently read story using props that mirror the story characters or pictures that mirror the story events ● Accurately sequences the beginning, middle and end of a familiar story when provided pictures of the story events ● May accurately sequence the beginning, middle and end of a recently read story when provided pictures of the story event**s**
Integration of Knowledge and Ideas –Analysis Across Texts 1.2.PK.I **With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic.** ● 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)	**Language and Emergent Literacy** Early Reading **Standard:Acquires meaning from a variety of materials read aloud to them** ● Regularly compares the characters of two familiar stories ● Regularly compares a real-life person to the character in a familiar story ● Regularly compares the settings of two familiar stories ● Regularly compares a real-life setting to the setting of a familiar story ● Regularly compares the events of two familiar stories ● Regularly compares a real-life event to the events of a familiar story

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	● Often makes and share story connections while listening to new stories
Vocabulary Acquisition and Use 1.2.PK.J **Use new vocabulary and phrases acquired in conversations and being read to.** ● 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	**Language and Emergent Literacy** Expressive Vocabulary **Standard:: Uses increasingly complex spoken language** ● Accurately uses new vocabulary during structured play experiences, small group or whole group discussions, when re-telling classroom events or when describing learning experiences ● May utilize new vocabulary in a variety of situations after only hearing the vocabulary during a teacher-led activity ●
Vocabulary/Acquisition and Use 1.2.PK.K **With prompting and support, clarify unknown words or phrases read aloud.** ● 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)	**Language and Emergent Literacy** Receptive Language **Standards:Acquires vocabulary introduced in conversations, activities, stories, and/or books** ● Consistently shows understanding of words used in conversations, activities, stories, songs and/or books by providing a simple/child friendly definition of the words ● Consistently shows understanding of words used in conversations, activities, stories, songs and/or books by providing a synonym for the words ● With minimal verbal prompting, shows understanding of words used in conversations, activities, stories, songs and/or books by providing an antonym for the words ● Regularly utilizes vocabulary words across multiple topic areas (Mathematical Thinking: These two sets of counters are equal., Scientific Inquiry: The scale is balanced because both rocks are equal weight.)
Range of Reading 1.2.PK.L **With prompting and support, actively engage in group reading activities with purpose and understanding.** ● 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	Language and Emergent Literacy Expressive Language **Standard: Uses increasingly complex spoken language** ● Consistently answers questions asked about story characters, story setting, and story events **Cognitive Development-Cognitive Processes** Thinking Skills

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	Standard:. Uses prior knowledge to build new knowledge ● Regularly makes connections between people encountered while reading fiction and non-fiction books ● Regularly makes connections between people encountered while reading books and real-life experiences Regularly makes connections between objects encountered while reading fiction and non-fiction books ● Regularly makes connections between objects encountered while reading books and real-life experiences ● Regularly makes connections between the big ideas encountered while reading fiction and non-fiction books ● Regularly makes connections between the big ideas encountered while reading books and real-life experiences
Standard 1.3: Reading Literature (11)	●
Key Ideas and Details-Theme 1.3.PK.A **With prompting and support, retell a familiar story in a sequence with picture support.** ● Retell a story in sequential order using various materials	**Language and Emergent Literacy** Early Reading **Standard:Acquires meaning from a variety of materials read aloud to them** ● Frequently retells familiar stories using props that mirror the story characters or pictures that mirror the story events ● Accurately retells a recently read story using props that mirror the story characters or pictures that mirror the story events ● Accurately sequences the beginning, middle and end of a familiar story when provided pictures of the story events ● May accurately sequence the beginning, middle and end of a recently read story when provided pictures of the story events
Key Ideas and Details-Text Analysis 1.2 PK.B **Answer questions about a particular story (who, what, how, when, and where).** ● Use specific details from the story to answer questions	**Language and Emergent Literacy** Expressive Language **Standard: Uses increasingly complex spoken language** ● Consistently answers questions asked about story characters, story setting, and story events
Key Ideas and Details-Literacy Elements	**Language and Emergent Literacy**

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1.3.PK.C **With prompting and support, answer questions to identify characters, settings, and major events in a story.** ● 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	Expressive Language **Standard: Uses increasingly complex spoken language** ● Consistently answers questions asked about story characters, story setting, and story events **Language and Emergent Literacy** Early Reading **Standard:Acquires meaning from a variety of materials read aloud to them** ● Frequently retells familiar stories using props that mirror the story characters or pictures that mirror the story events ● Accurately retells a recently read story using props that mirror the story characters or pictures that mirror the story events
Craft and Structure Point of View 1.3.PK.D **With prompting and support, name the author and illustrator of a story.** ● Understand that an author writes the story ● Understand that the illustrator draws the pictures	
Craft and Structure- Text Structure 1.3. PK.E **With prompting and support, recognize common types of text.** ● 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 make-believe	**Language and Emergent Literacy** Early Reading **Standard:. Acquires meaning from a variety of** **materials read aloud to them** ● Accurately predicts the main idea of a story prior to reading by using the title of the book, the picture on the book cover, and a 'picture walk' ● Frequently retells familiar stories using props that mirror the story characters or pictures that mirror the story events Accurately retells a recently read story using props that mirror the story characters or pictures that mirror the story events ● Accurately sequences the beginning, middle and end of a familiar story when provided pictures of the story events ● May accurately sequence the beginning, middle and end of a recently read story when provided pictures of the story eventsQ4.1 Regularly compares the characters of two familiar stories ● Regularly compares a real-life person to the character in a familiar story

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	● Regularly compares the settings of two familiar stories ● Regularly compares a real-life setting to the setting of a familiar story ● Regularly compares the events of two familiar stories ● Regularly compares a real-life event to the events of a familiar story ● Often makes and share story connections while listening to new stories
Craft and Structure-Vocabulary 1.3. PK.F **Answer questions about unfamiliar words read aloud from a story.** ● Participate in discussions about unfamiliar words ● Connect prior understandings to unfamiliar words	Language and Emergent Literacy Expressive Language **Standard:Uses increasingly complex spoken language** ● Accurately uses new vocabulary during structured play experiences, small group or whole group discussions, when re-telling classroom events or when describing learning experiences ● May utilize new vocabulary in a variety of situations after only hearing the vocabulary during a teacher-led activity ● **Standard: Acquires vocabulary introduced in conversations, activities, stories, and/or books** Regularly shares prior experiences and utilizes new or novel vocabulary when sharing ● Regularly shares prior experiences and utilizes the experience to explain/define the new or novel vocabulary
Integration of Knowledge and Ideas Sources 1.3.PK.G **Describe pictures in books using detail.** ● Attach action and descriptive words to illustrations (e.g. “That man in the yellow hat is running fast”)	**Language and Emergent Literacy** Early Reading **Standard:Acquires meaning from a variety of** **materials read aloud to them** ● Accurately predicts the main idea of a story prior to reading by using the title of the book, the picture on the book cover, and a 'picture walk'
Integration of Knowledge and Ideas Text Analysis 1.3.PK.H **Answer questions to compare and contrast the adventures and experiences of characters in familiar stories.** ● Understand that characters within the same story or characters from different stories can be compared and contrasted	Language and Emergent Literacy Early Reading **Standard: Acquires meaning from a variety of materials read to them** ● Regularly compares the characters of two familiar stories ● Regularly compares a real-life person to the character in a familiar story

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● Participate in strategies that provide opportunities to compare and contrast the experiences of characters (e.g. Venn diagrams, T-charts, dramatic play)	
Vocabulary Acquisition & Use Strategies 1.3.PK.I **With prompting and support, clarify unknown words or phrases read aloud.** ● 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)	**Language and Emergent Literacy** Early Learning **Standard:Listens for a variety of purposes and demonstrates comprehension** ● With minimal verbal prompting, answers interpretive questions (questions that can be answered by using information gained from the text) Example: Why did the mouse want the cookie? ● With minimal verbal prompting, answers evaluative questions (questions that require children to share their opinion/what they think or feel) Example: Where do you believe the squirrels hide all the acorns they collect? **Standard: Acquires vocabulary introduced in conversations, activities, stories, and/or books** ● Consistently shows understanding of words used in conversations, activities, stories, songs and/or books by providing a synonym for the words
Vocabulary Acquisition and Use 1.3.PK.J **Use new vocabulary and phrases acquired in conversations and being read to.** ● 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	**Language and Emergent Literacy** Expressive Language **Standard: Uses increasingly complex spoken language** ● Accurately uses new vocabulary during structured play experiences, small group or whole group discussions, when re-telling classroom events or when describing learning experiences ● May utilize new vocabulary in a variety of situations after only hearing the vocabulary during a teacher-led activity
Range of Reading 1.3.PK.K **With prompting and support, actively engage in group reading activities with purpose and understanding.** ● 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	**Language and Emergent Literacy** Expressive Language **Standard:Builds and expands comprehension through conversations** ● Remains engaged in small group conversations following a read-aloud ● Remains on topic during small group conversations following a read-aloud ● Actively engages in flannel board stories with a small group Expressive Language

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	Standard Uses increasingly complex spoken language ● With minimal verbal prompting, asks interpretive questions to support the recall of information, increase understanding, or apply learning to new experiences ● With minimal verbal prompting, asks evaluative questions to support the recall of information, increase understanding, or apply learning to new experiences **Cognitive Development-Cognitive Processes** Thinking **Standard:Uses prior knowledge to build new knowledge** ● Regularly makes connections between the big ideas encountered while reading fiction and non-fiction books ● Regularly makes connections between the big ideas encountered while reading books and real-life experiences Receptive Language **Standard: Listens for a variety of purposes and demonstrates comprehension** ● Engages in multiple back-and-forth communicative interactions with adults and peers for novel reasons or to reach a goal with minimal verbal prompting ● With minimal verbal prompting, appropriately gains the attention of adults and peers when engaging in purposeful communicative interactions ● With minimal verbal prompting, appropriately gains permission from adults and peers when engaging in purposeful communicative interactions ● With minimal verbal prompting, appropriately gains information/clarification from adults and peers when engaging in purposeful communicative interactions ●
Standard Area 1.4 Writing (14)	
Informative/Explanatory 1.4.PK.A **Draw/dictate to compose informative /explanatory texts examining a topic.** ● Use illustration/dictation to convey meaning about a particular topic	**Language and Emergent Literacy** Early Writing **Standard: Use writing for a variety of purposes**

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● Create a picture about a nonfiction topic and talk about it with the teacher	● Regularly adds details to drawings to more accurately convey ideas, actions or objects ● Regularly talks about writing/drawing and points out specific features that are unique to the picture or were mentioned while talking about the writing/drawing **Cognitive Development-Science** Scientific Skills and Methods **Standard: Demonstrates scientific inquiry skills and communicates scientific ideas clearly** ● With minimal verbal prompting, draws with increasing detail what is being observed during science inquiry
Informative / Explanatory Focus 1.4.PK.B **With prompting and support, draw/dictate about one specific topic.** ● Create a picture about a nonfiction topic and talk about it with the teacher	**Cognitive Development-Science** Scientific Skills and Methods **Standard: Demonstrates scientific inquiry skills and communicates scientific ideas clearly** ● With minimal verbal prompting, draws with increasing detail what is being observed during science inquiry ● With minimal verbal prompting, provides an adult with a multiple sentence dictation for the drawn observation **Language and Emergent Literacy** Early Writing ● Regularly talks about writing/drawing and points out specific features that are unique to the picture or were mentioned while talking about the writing/drawing
Informative / Explanatory Organization 1.4.PK.C **With prompting and support, generate ideas to convey information.** ● Brainstorm ideas for pictures and stories ● Tell teacher what she/he will draw	**Approaches to play and Learning** Initiative and Exploration **Standard:Demonstrates initiative and self-direction** ● Exchanges plans and ideas with peers and with minimal adult prompting, plans out individual steps to accomplish the plan ● Develop strategies to accomplish each outlined step of the plan with minimal adult prompting
Informative/ Explanatory Organization 1.4.PK.D **With prompting and support, make logical connections between drawing and dictation.** ● Understand that words are connected to print	**Language and Emergent Literacy** Early Writing ● Regularly talks about writing/drawing and points out specific features that are unique to the picture or were

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● Work with teacher to create words or sentences that relate to drawings	mentioned while talking about the writing/drawing ● Regularly points to where to begin reading ● Regularly points to the capitol letters in simple sentences ● Regularly points to the capitol letter in own name or peers' names
Informative / Explanatory Conventions 1.4.PK.F **Emerging to…Spell simple words phonetically.** ● Write symbols, letters, or letter-like shapes ● Attempt to reproduce own name and/or simple words, with most letters correct	**Language and Emergent Literacy** ● Early Writing. ● **Standard:Use writing for a variety of purposes** Draws pictures, copies/writes letters, copies/writes numbers, or uses phonetic spelling to convey ideas, actions or objects ● Writes first name or the majority of letters from first name with increasing accuracy ● Accurately copies first name and last name from a written model provided by an adult ● Draws pictures, copies/writes letters, copies/writes numbers, or uses phonetic spelling to convey ideas, actions or objects **Cognitive Development-Science** Scientific skills and Methods **Standard: Demonstrates scientific inquiry skills and communicates scientific ideas clearly** ● uses letters and letter-like symbols when recording observations, or copy words to accompany observations
Narrative 1.4.PK.M **Dictate narratives to describe real or imagined experiences or events.** ● Use illustration/dictation to convey meaning about an experience or event ● Create a picture about an experience or event and talk about it with the teacher	**Standard: Demonstrates scientific inquiry skills and communicates scientific ideas clearly** ● With minimal verbal prompting, draws with increasing detail what is being observed during science inquiry ● With minimal verbal prompting, provides an adult with a multiple sentence dictation for the drawn observation
Narrative Focus 1.4.PK.N **Establish "who" and "what" the narrative will be about.** ● Generate ideas for writing	**Cognitive Development-Social Studies** History and events **Standard:the passage of time and how events are related**

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● 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	● Participates in shared reading experiences about events that have occurred in the recent past and long ago past ● With minimal verbal prompting, identifies an event that has occurred in the recent past or long ago past ● Participates in conversations about events at school or home that are occurring in the present or the immediate future ● With minimal verbal prompting, identifies an event at school or home that is occurring in the immediate future ● With minimal verbal prompting, uses resources such as calendars, pictures, or major life milestones to discuss events in a relatively accurate time frame (past, present or future)
Narrative Content 1.4.PK.O **With prompting and support, describe experiences and events.** ● When prompted, provide details (e.g. descriptive words, feelings and thoughts of the character) to further develop a story ● Tell teacher what she/he has drawn/written about	**Cognitive Development-Social Studies** History and events **Standard:the passage of time and how events are related** ● Participates in shared reading experiences about events that have occurred in the recent past and long ago past ● With minimal verbal prompting, identifies an event that has occurred in the recent past or long ago past ● Participates in conversations about events at school or home that are occurring in the present or the immediate future ● With minimal verbal prompting, identifies an event at school or home that is occurring in the immediate future ● With minimal verbal prompting, uses resources such as calendars, pictures, or major life milestones to discuss events in a relatively accurate time frame (past, present or future)

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Narrative Organization 1.4.PK.P **Recount a single event and tell about the events in the order in which they occurred.** ● 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	**Cognitive Development-Social Studies** History and Events **Standard: Understands the passage of time and how events are related.** ● Consistently retells major events or highlights of the day with many details ● Consistently sequences a story with accuracy (identifying the beginning, the middle, the end and any major challenges faced by the characters)
Narrative Conventions of Language 1.4.PK.R **Emerging to: Spell simple words phonetically.** ● Write symbols, letters, or letter like shapes ● Attempt to reproduce own name and/or simple words, with most letters correct	**Language and Emergent Literacy** Early Writing Standard:**Use writing for a variety of purposes** . Draws pictures, copies/writes letters, copies/writes numbers, or uses phonetic spelling to convey ideas, actions or objects ● Writes first name or the majority of letters from first name with increasing accuracy ● Accurately copies first name and last name from a written model provided by an adult **Cognitive Development-Science** Scientific skills and Methods **Standard: Demonstrates scientific inquiry skills and communicates scientific ideas clearly** ● uses letters and letter-like symbols when recording observations, or copy words to accompany observations
Production and Distribution of Writing Process 1.4.PK.T **With guidance and support from adults and peers, respond to questions and suggestions, add details as needed.** ● 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	**Language and Emergent Literacy** **Early Writing** **Standard: Use writing for a variety of purposes** ● Regularly adds details to drawings to more accurately convey ideas, actions or objects ● Regularly talks about writing/drawing and points out specific features that are unique to the picture or were mentioned while talking about the writing/drawing
Conducting Research 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.**	**Language and Emergent Literacy** Expressive Language **Standard:Uses increasingly complex spoken language**

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● 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	● With minimal verbal prompting, asks interpretive questions to support the recall of information, increase understanding, or apply learning to new experiences ● With minimal verbal prompting, asks evaluative questions to support the recall of information, increase understanding, or apply learning to new experiences **Social Emotional Development** Develops sense of self with others **Standard: Develops relationship with adults:** ● Regularly seeks out a familiar adult to provide suggestions or resources when encountering challenging tasks or situations **Cognitive Development:Cognitive Processes** Engineering and Technology **Standard:2. Demonstrates an awareness of advanced technologies and their usefulness in testing solutions, solving problems, or completing tasks** ● Consistently uses learned vocabulary to identify and/or describe the purpose for advanced technologies (camera, printer, scanner, iPad, tablet, cell phone, etc.) ● Independently uses advanced technologies located in the learning environment to enhance learning opportunities (Example: With adult supervision, uses a digital microscope and a laptop or tablet to look closely at the texture of leaves found on a nature walk) ●
Credibility, Reliability, and Validity of Sources 1.4.PK.W **With guidance and support, recall information from experiences or books.** ● Respond to prompts which require reference to prior experiences ● Relate prior experiences and learning to a current topic	**Cognitive Development-COgnitive Processes** Thinking **Standard:Uses prior knowledge to build new knowledge** ● Consistently uses text support in conjunction with picture clues to make predictions ● Consistently uses past knowledge of logical sequences to make accurate predictions about future events/actions/effects during exploratory play

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	• With minimal verbal prompting, follows up on predictions to check for accuracy • Consistently uses logical sequences to make predictions about each of the potential next steps during structured learning experiences • Independently searches for and finds hidden/missing objects • Regularly makes connections between people encountered while reading fiction and non-fiction books • Regularly makes connections between people encountered while reading books and real-life experiences • Regularly makes connections between objects encountered while reading fiction and non-fiction books • Regularly makes connections between objects encountered while reading books and real-life experiences • Regularly makes connections between the big ideas encountered while reading fiction and non-fiction books • Regularly makes connections between the big ideas encountered while reading books and real-life experiences
Range of Writing 1.4.PK.X **Emerging to: Write routinely over short time frames.** • Engage in writing opportunities including journaling • Ask teacher to "write down the words" of his/her story or to his/her drawing • Ask to revisit previous work	Language and Literacy Early Writing Standard: Use writing for a variety of purposes Regularly adds details to drawings to more accurately convey ideas, actions or objects • Regularly talks about writing/drawing and points out specific features that are unique to the picture or were mentioned while talking about the writing/drawing
Standard Area 1.5 Speaking and Listening (6)	
Comprehension and Collaboration- Collaborative Discussion 1.5.PK.A **Participate in collaborative conversations with peers and adults in small and larger groups.** • Communicate using detail related to topic being discussed • Pose questions related to topic being discussed • Allow wait time before responding • Engage in turn taking	**Language and Emergent Literacy** Receptive Language **Standard:Listens for a variety of purposes and demonstrates comprehension** • Engages in multiple back-and-forth communicative interactions with adults and peers for novel reasons or to reach a goal with minimal verbal prompting • With minimal verbal prompting, appropriately gains the attention of

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	adults and peers when engaging in purposeful communicative interactions ● With minimal verbal prompting, appropriately gains permission from adults and peers when engaging in purposeful communicative interactions ● With minimal verbal prompting, appropriately gains information/clarification from adults and peers when engaging in purposeful communicative interactions ● With minimal verbal prompting, initiates socially appropriate callings/greetings when interacting with adults and peers ● With minimal verbal prompting, utilizes socially appropriate ways to be assertive when engaging in communicative interactions with peers
Comprehension and Collaboration Critical Listening 1.5.PK.B **Answer questions about key details in a text read aloud or information presented orally or through other media.** ● Respond to a question with an answer or details related to the topic being discussed	**Language and Emergent Literacy** Receptive Language **Standard:Listens for a variety of purposes and demonstrates comprehension** ● With minimal verbal prompting, answers interpretive questions (questions that can be answered by using information gained from the text) Example: Why did the mouse want the cookie? ● With minimal verbal prompting, answers evaluative questions (questions that require children to share their opinion/what they think or feel) Example: Where do you believe the squirrels hide all the acorns they collect?
Comprehension and Collaboration Evaluating 1.5.PK.C **Respond to what a speaker says in order to follow directions, seek help, or gather information.** ● Follow two-step directions ● Act upon or respond to simple statements and questions showing understanding of intent	**Language and Emergent Literacy** Receptive Language **Standard:Listens for a variety of purposes and demonstrates comprehension** ● Follows verbal, visual and/or written multi-step directions with accuracy • With minimal verbal prompting, appropriately gains information/clarification from adults and peers when engaging in purposeful communicative interactions
Presentation of Knowledge and Ideas Purpose, Audience, and 1.5.PK.D	**a. Demonstrates an understanding of conversational rules when initiating or**

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Use simple sentences; share stories, familiar experiences, and interests, speaking clearly enough to be understood by most audiences. ● 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	**extending conversations with adults or peersLanguage and Emergent Literacy** Expressive Language **Standard:Uses increasingly complex spoken language** ● Demonstrates an understanding of conversational rules when initiating or extending conversations with adults or peers
Presentation of Knowledge and Ideas Context 1.5.PH.E **Use simple sentences; express thoughts, feelings, and ideas, speaking clearly enough to be understood by most audiences.** ● 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	**Language and Emergent Literacy** Expressive Language **Standards:. Uses increasingly complex spoken language** ● Consistently applies conversational rules when initiating or extending conversations with adults or peers **Cognitive Development-Social Studie**s People and Community **Standard-1. Demonstrates an understanding of the classroom community** ● Consistently follows all established group norms (getting along, showing respect for peer's ideas, using quiet voices, participating, staying with the group, etc.)
Conventions of Standard English 1.5.PK.G **Demonstrate command of the conventions of standard English when speaking based on pre-kindergarten level and content.** ● 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	**Language and Emergent Literacy** Expressive Language **Standards:. Uses increasingly complex spoken language** ● Consistently applies conversational rules when initiating or extending conversations with adults or peers ● Regularly reminds or redirects peers when they are not following the conversational rules ● Uses multiple long sentences to communicate wants and/or needs ● Accurately switches between present tense and past tense verbs when telling a story or talking about events that occur in the classroom or at home ● .Accurately uses first-person and third-person statements when telling a story or talking about events that occur in the classroom or at homeWith verbal prompting and encouragement, combines and expands two simple sentences by utilizing appropriate conjunctions (for, and, but, or, yet, so, in order to, by the time, in case, even if, etc.)
Mathematical Thinking and Expression (12)	

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Standard Area 2.1: Numbers and Operation (4)	
Counting and Cardinality 2.1 PK.A.1 **Know number names and the count sequence.** ● 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	**Cognitive Development-Mathematics** Number and Quantity **Standard: Organizes, represents, and builds knowledge of quantity and number** ● Consistently and accurately counts numbers in a sequence up to 20 ● Consistently and accurately counts backward from 10 ● With minimal verbal prompting, counts on (up to 10) from a given number ● With adult modeling and support, identifies the number symbol that represents objects sets 13, 14, 15, 16, 17, 18, 19, 20 ● With verbal prompting and encouragement, matches the number symbol 9, 10, 11, 12 with object sets ● With verbal prompting and encouragement, attempts to write or trace number symbols 6, 7, 8, 9, 10
Counting and Cardinality 2.1 PK.A.2 **Count to tell the number of objects.** ● Subtilize (visually quantify) to determine how many: attach a numerical value to a set of objects without counting up to 6 ● 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	● **Cognitive Development-Mathematics** ● Number and Quantity ● **Standard: Organizes, represents, and builds knowledge of quantity and number** ● Consistently and accurately subitizes several sets that contain between 1 and 5 objects ● In a large group with an adult model, responds with the last number counted to represent total quantity (cardinality) ● Consistently and accurately counts ten or more objects with one-to-one correspondence ● With minimal verbal prompting, uses one-to-one correspondence to match object sets of 10 or more objects
Counting and Cardinality: Comparing 2.1 .PK.A.3 **Compare numbers.** ● 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 objects	**Cognitive Development-Mathematics** **Cognitive** Number and Quantity **Standard:. Manipulates, compares, and describes relationships using quantity and number** ● With minimal verbal prompting, identifies the group that has more when given two sets of objects (up to 10) ● With minimal verbal prompting, identifies the group that has less when given two sets of objects (up to 10)

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	• Consistently and accurately identifies two sets of objects (up to 10) as equal or not equal • With verbal prompting and encouragement, adds to or takes away from a given group to make a set of 10 objects • With minimal verbal prompting, creates a set equal to a given set (up to 10)
Mathematical Processes 2.1.PK.MP **Use mathematical processes when quantifying, comparing, representing, and modeling numbers.** • 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)Use simples forms of numerical representations (e.g. pictures, objects, fingers)	**Cognitive Development-Mathematics** Number and Quantity **Standard: Organizes, represents, and builds knowledge of quantity and number** • Subitizes up to 5 objects • Counts in a sequence beyond 20 • Counts ten or more objects using one-to-one correspondence with adult support • Begins to match number symbols 0-20 to object sets with adult support
Standard Area 2.2: Algebraic Concepts (2)	
Operations and Algebraic Thinking 2.2 .PK.A.1 **Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.** • 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	**Cognitive Development-Mathematics** Quantity and Number **Standard: Manipulates, compares, and describes relationships using quantity and number** • With verbal prompting and encouragement, adds to or takes away from a given group to make a set of 10 objects • With minimal verbal prompting, creates a set equal to a given set (up to 10)
Operations and Algebraic Thinking 2.2.PK.MP **Use mathematical processes when representing relationships.** • 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)	**Cognitive Development-Cognitive Processes** Problem Solving **Standard: Demonstrates problem solving skills** • Regularly experiments with familiar objects to solve current/present problems • Regularly experiments with familiar objects to solve imaginary problems presented by an adult • Regularly asks questions to gain further understanding about objects or materials • Regularly asks questions to gain additional solutions/possibilities to problems

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	● With minimal verbal prompting, utilizes information gained from asking questions to test solutions/possibilities to problems ● With minimal prompting, verbalizes the solution that best solves the present problem
Standard Area 2.3: Geometry (3)	
Geometric Identification 2.3.PK.A.1 **Identify and describe shapes.** ● 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)	**Cognitive Development-Mathematics** Geometry and Spatial Thinking **Standard:Explores, recognizes, and describes spatial relationships between objects** ● With verbal prompting and encouragement, provides verbal directions to peers to move their body or an object in front of, behind, next to, on top of, under, above, below, beside, near or farther away from another person or object ● With verbal prompting and encouragement, provides verbal directions to peers to locate objects in the learning environment that are located in front of, behind, next to, on top of, under, above, below, beside, near or farther away from another person or object
2.3.PK.A.2 **Analyze, compare, create, and compose shapes.** ● 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 drawing shapes ● Use geoboards to create shapes with rubber bands ● Use simple shapes to compose larger shapes	**Cognitive Development-Mathematics** Geometry and Spatial Thinking **Standard:Explores, recognizes, and describes shapes and shape concepts** ● With minimal verbal prompting, identifies the triangle shape in any size or orientation ● With minimal verbal prompting, identifies the rectangle shape in any size or orientation ● With minimal verbal prompting, identifies the rhombus shape in any size or orientation ● With minimal verbal prompting, identifies the irregular shapes in any size or orientation ● With minimal verbal prompting, identifies three-dimensional shapes commonly found in the learning environment (sphere, cube, cylinder) ● With minimal verbal prompting, identifies the characteristics of three-dimensional shapes such as faces, edges, and vertices

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	● Creates three-dimensional shapes using classroom materials (Example: Makes a cube out of linking bricks, makes a sphere from two bowls, makes a cylinder out of construction paper) ● Regularly combines two or more shapes to make a new shape (Example: Two squares combine to make a rectangle, two triangles combine to make a rhombus) ● Accurately draws basic shapes (square, triangle, rectangle, rhombus, circle) ● Accurately traces irregular shapes (heart, star) and may independently draw a close approximation of irregular shapes ○
2.3.PK.MP **Use mathematical processes when drawing, constructing, modeling, and representing shapes.** ● 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 ● Problem solve during geometric play (Reference AL.4.PK.C)	**Cognitive Development-Cognitive Processes** Problem Solving **Standard: Demonstrates problem solving skills** ● Regularly experiments with familiar objects to solve current/present problems ● Regularly experiments with familiar objects to solve imaginary problems presented by an adult ● Regularly asks questions to gain further understanding about objects or materials ● Regularly asks questions to gain additional solutions/possibilities to problems ● With minimal verbal prompting, utilizes information gained from asking questions to test solutions/possibilities to problems ● With minimal prompting, verbalizes the solution that best solves the present problem
Standard Area 2.4: Measurement, Data and Probability (3)	
Measurement and Data 2.4.PK.A.1 **Describe and compare measurable attributes of length and weights of everyday objects.** ● 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	**Cognitive Development-Mathematics** Measurement and Comparison **Standard: Explores and communicates about distance, weight, length, height, and time** ● With adult modeling and support, uses standard tools to measure objects in the learning environment

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● Sort and order by one attribute ● Use ordinal number words to describe the position of objects (first, second, last) ● Compare two objects with a measurable attribute in common to see which object has "more of"/ "less of" the attribute and describe the difference	AFTER they have been measured with a non-standard tool ● With adult modeling and support, uses standard tools to measure length and/or distance AFTER the length and/or distance has been measured with a non-standard tool ● Consistently uses non-standard tools to accurately measure objects in the learning environment ● Consistently uses non-standard tools to measure short distances ● With adult modeling and support, uses non-standard tools to measure volume ● Consistently and accurately uses speed(time) words appropriately when playing with classroom materials that have different attributes (slow/steady/fast) ● Consistently and accurately labels (verbally) two objects with the appropriate speed words ● With verbal prompting and encouragement, utilizes more specific speed words (slow/steady/rapid/quick) Geometry and Spatial Thinking **Standard:Explores, recognizes, and describes shapes and shape concepts** ● With minimal verbal prompting, identifies additional ordinal positions for a line/row of objects (first/next/last, or first, second, third
2.4 PK.A.2 **Classify objects and count the number of objects in each category.** ● 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	**Cognitive Development-Mathematics** Number and Quantity **Standard: Organizes, represents, and builds knowledge of quantity and number** ● With minimal verbal prompting, identifies the group that has more when given two sets of objects (up to 10) ● With minimal verbal prompting, identifies the group that has less when given two sets of objects (up to 10) ● Consistently and accurately identifies two sets of objects (up to 10) as equal or not equal
2.1.PK.MP **Use mathematical processes when measuring; representing, organizing, and understanding data.**	● Cognitive Development-Mathematics ● Measurement and Comparison ● Standard: Explores and communicates about distance, weight, length, height, and time

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● 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	● Sorts a medium to large collection of objects as a group and with adult, support shares the task of making tally marks for each sorted group ● Sorts a medium to large collection of objects as a group and with adult, support shares the task of making a graph for each sorted group ● Participates in classroom voting or polls and with adult support shares in the task of recording answers using tally marks or a graph ● With adult modeling and support, describes the classroom collected data (graph or tally marks) using the appropriate mathematical vocabulary ● May attempt to create graphs or record tally marks when independently working with a collection of objects
Scientific Thinking and Expression: Exploring, Inquiry and Discovery	
Standard Area 3.1.A Biological Sciences: Living and Non-living Organisms (5)	
Common Characteristics of Life 3.1 PK.A.1 **Recognize the difference between living and non-living things.** ● Sort objects by living and non-living ● Categorize common living things into plants and animals	**Cognitive Development-Science** Living Things **Standard: Demonstrates knowledge related to living things and their environments** ● Closely examines (looks for unique features) a variety of plants and animals in the natural environment and begins to use descriptive language when talking about what is seen ● Compares and contrasts individual features of a variety of plants and animals in the natural environment
Energy Flow 3.1. PK.A.2 **Identify basic needs of plants (water and light) and animals (food, water and light).** ● 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	**Cognitive Development-Science** Living Things **Standard: Demonstrates knowledge related to living things and their environments** ● Matches an increasing number and variety of animals to their appropriate habitat with accuracy ● With verbal prompting and encouragement, identifies the majority of elements of habitat (food, water, shelter, space) for a wide variety of animals (Example: Knows frogs need to live in water and be able to eat insects, Knows elephants live in the forests and on the plains and get water from rivers, streams, ponds and lakes)
Life Cycles	**Cognitive Development-Science**

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3.1.PK.A.3 **Recognize that plants and animals grow and change.** ● 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	Living Things **Standard: Demonstrates knowledge related to living things and their environments** ● Consistently uses correct vocabulary when discussing plant and animal life cycles (seed, stem, flower, egg, metamorphosis, adult, etc.) ● With verbal prompting and encouragement, asks questions about the life cycle of a plant to deepen understanding of each phase of the life cycle ● With verbal prompting and encouragement, asks questions about the life cycle of a spider to deepen understanding of each phase of the life cycle ● With verbal prompting and encouragement, asks questions about the life cycle of a few insects (ladybug, butterfly, beetle, etc.) to deepen understanding of each phase of the life cycle ● With verbal prompting and encouragement, asks questions about the life cycle of a few animals (frogs, chickens, humans, et.) to deepen understanding of each phase of the life cycle
Form and Function 3.1.PK.A.5 **Name basic parts of living things.** ● Tell the parts of a person, an animal or a plant ● Draw a picture of a person, an animal or plant including most of the major observable features	**Cognitive Development-Science** Living Things **Standard: Demonstrates knowledge related to living things and their environments** ● With verbal prompting and encouragement, identifies an increasing number of body parts and may start to name some body systems ● Consistently identifies 4 or more body part functions (Brain is the 'computer' for the body, Spine holds the body together, Elbows help your arms bend, etc.)
Science and Inquiry 3.1.PK.A.9 **Participate in simple investigations about living and/or non-living things to answer a question or to test a prediction.** ● 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	**Cognitive Development-Science** Scientific Skills and Methods **Standard: Demonstrates scientific inquiry skills and communicates scientific ideas clearly** ● Regularly uses multiple senses to observe and explore in-depth, familiar objects and unfamiliar objects selected by an adult or self-selected

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	● Continues to develop an understanding that classifying objects/materials helps the observer gain additional understanding of the objects/materials ● With verbal prompting and encouragement, begins to develop an understanding of the many different ways to classify objects/materials (Example: The adult shows the child that objects and materials could be classified by taste like salty/sweet/sour or by properties such as things that sink or float) ● Regularly uses tools as directed during experiments and observations (Example: Uses the 1/2 cup measuring cup to measure flour for playdough, uses a flashlight to attempt to look through objects, uses a microscope to magnify a specimen) ● May give reminders to peers when they are not using the tools appropriately ● May request to use a scientific tool that isn't readily available if they believe that it would enhance the experiment or observation ● With adult modeling and support, participates in multi-step experiments or experiments that require long observation periods (Example: Student participates in an experiment that requires combining multiple ingredients in a specific order or student watches several seeds grow in different mediums over a period of weeks) ● With minimal verbal prompting, engages in the scientific practice of analyzing and interpreting data ● With minimal verbal prompting, engages in the scientific practice of constructing explanations (Example: The adult uses thinking questions to draw the student to a conclusion such as "Why would one egg float and another egg sink? Could there be something different about the two eggs?) ● With minimal verbal prompting, engages in the scientific practice of designing solutions (Example: The

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	adult uses thinking questions to help the student come up with a solution to see the inside of a pumpkin without cutting off the top.)
Standard Area 3.1.B Biological Sciences: Genetics (2)	
Heredity 3.1.PK.B.1 **Recognize and compare physical characteristics of living things from same species.** ● Note things that are similar among family members when looking at photographs ● Identify characteristics of own family (e.g. hair color, eye color and height) ● Match parent animal with offspring	**Cognitive Development-Social Studies** Family and Culture **Standard: Demonstrates understanding of their family and an emerging awareness of their own culture and ethnicity** ● With verbal prompting and encouragement, describes and/or draws extended family (aunts, uncles, cousins, grandparents) ● With minimal verbal prompting, identifies similarities and differences between people of different generations (grandparents > parents > kids > babies) ● With minimal verbal prompting, takes on the role of someone from a different generation (grandma/grandpa, baby, great aunt/uncle, etc.) during dramatic play/pretend play
Science as Inquiry 3.1.PK.B.6 **Participate in simple investigations of physical characteristics of living things from same species to answer a question or to test a prediction.** ● Ask questions about objects, organisms, and events ● Use the five senses and simple equipment to gather data ● Describe observations accurately ● Compare observations with others ● Describe observable patterns in objects ● Make a prediction about the results of the experiment ● Ask questions about objects, organisms, and events	**Cognitive Development-Science** Scientific Skills and Methods **Standard: Demonstrates scientific inquiry skills and communicates scientific ideas clearly** ● Regularly uses multiple senses to observe and explore in-depth, familiar objects and unfamiliar objects selected by an adult or self-selected ● Continues to develop an understanding that classifying objects/materials helps the observer gain additional understanding of the objects/materials ● With verbal prompting and encouragement, begins to develop an understanding of the many different ways to classify objects/materials (Example: The adult shows the child that objects and materials could be classified by taste like salty/sweet/sour or by properties such as things that sink or float)

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	● Regularly pairs complete sentences and gestures to talk about the **objects** seen during observations ● Regularly pairs complete sentences and gestures to talk about the **events** seen during observations ● Uses letters and letter-like symbols when recording observations, or copy words to accompany observations ● With minimal verbal prompting, draws with increasing detail what is being observed during science inquiry ● With minimal verbal prompting, provides an adult with a multiple sentence dictation for the drawn observation ● With adult modeling and support, participates in multi-step experiments or experiments that require long observation periods (Example: Student participates in an experiment that requires combining multiple ingredients in a specific order or student watches several seeds grow in different mediums over a period of weeks) ● With minimal verbal prompting, engages in the scientific practice of analyzing and interpreting data ● With minimal verbal prompting, engages in the scientific practice of constructing explanations (Example: The adult uses thinking questions to draw the student to a conclusion such as "Why would one egg float and another egg sink? Could there be something different about the two eggs?) ● With minimal verbal prompting, engages in the scientific practice of designing solutions (Example: The adult uses thinking questions to help the student come up with a solution to see the inside of a pumpkin without cutting off the top.)
Standard Area 3.1.C Biological Sciences: Evolution (2)	
Unifying Themes (Constancy and Change 3.1.PK.C.3 **Describe changes that occur in animals.** ● Identify changes that occur in animals during the seasons	**Cognitive Development-Science** Living Things ● Matches an increasing number and variety of animals to their appropriate habitat with accuracy

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● Describe that some animals, such as bear, hibernate when it gets cold	● With verbal prompting and encouragement, identifies the majority of elements of habitat (food, water, shelter, space) for a wide variety of animals (Example: Knows frogs need to live in water and be able to eat insects, Knows elephants live in the forests and on the plains and get water from rivers, streams, ponds and lakes) ●
Science as Inquiry 3.1.PK.C.4 **Participate in simple investigations of changes in animals to answer a question or to test a prediction.** ● Ask questions about objects, organisms, and events ● Use the five senses and simple equipment to gather data ● Describe observations accurately ● Compare observations with others ● Describe observable patterns in objects ● Make a prediction about the results of the experiment	**Cognitive Development-Science** Scientific Skills and Methods **Standard: Demonstrates scientific inquiry skills and communicates scientific ideas clearly** ● Regularly uses multiple senses to observe and explore in-depth, familiar objects and unfamiliar objects selected by an adult or self-selected ● Continues to develop an understanding that classifying objects/materials helps the observer gain additional understanding of the objects/materials ● With verbal prompting and encouragement, begins to develop an understanding of the many different ways to classify objects/materials (Example: The adult shows the child that objects and materials could be classified by taste like salty/sweet/sour or by properties such as things that sink or float) ● Regularly pairs complete sentences and gestures to talk about the **events** seen during observations ● Uses letters and letter-like symbols when recording observations, or copy words to accompany observations ● With minimal verbal prompting, draws with increasing detail what is being observed during science inquiry ● With minimal verbal prompting, provides an adult with a multiple sentence dictation for the drawn observation ● With adult modeling and support, participates in multi-step experiments or experiments that require long observation periods (Example: Student participates in an experiment that requires combining multiple ingredients in a specific order or student watches several seeds grow in

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	different mediums over a period of weeks) ● With minimal verbal prompting, engages in the scientific practice of analyzing and interpreting data ● With minimal verbal prompting, engages in the scientific practice of constructing explanations (Example: The adult uses thinking questions to draw the student to a conclusion such as "Why would one egg float and another egg sink? Could there be something different about the two eggs?) ● With minimal verbal prompting, engages in the scientific practice of designing solutions (Example: The adult uses thinking questions to help the student come up with a solution to see the inside of a pumpkin without cutting off the top.)sentences and gestures to talk about the **objects** seen during observation
Standard Area 3.2.A Physical Sciences: Chemistry (4)	
Properties of Matter 3.2.PK.A.1 **Sort and describe objects according to size, shape, color and texture.** ● 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	**Cognitive Development-Science** Physical Science **Standard:Demonstrates knowledge related to physical science** ● Consistently and accurately identifies the state of matter for familiar and unfamiliar classroom objects/materials ● Regularly explores combining materials in different states of matter ● With verbal prompting and encouragement, uses words and actions to describe the states of matter for the materials used in explorations
Matter and Energy 3.2.PK.A.3 **Notice change in matter.** ● Point out when a change in matter occurs ● Observe differences in water (e.g. ice cube or snow melting and freezing) ● Notice changes in food substances during cooking	**Cognitive Development-Science** Physical Science **Standard:Demonstrates knowledge related to physical science** ● Consistently and accurately identifies the state of matter for familiar and unfamiliar classroom objects/materials ● Regularly explores combining materials in different states of matter ● With verbal prompting and encouragement, uses words and actions to describe the states of matter for the materials used in explorations

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Unifying Themes 3.2.PK.A.5 **Recognize that everything is made of matter.** ● 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)	**Cognitive Development-Science** Physical Science **Standard:Demonstrates knowledge related to physical science** ● Consistently and accurately identifies the state of matter for familiar and unfamiliar classroom objects/materials ● Regularly explores combining materials in different states of matter ● With verbal prompting and encouragement, uses words and actions to describe the states of matter for the materials used in explorations
Science as Inquiry 3.2.PK.A.6 **Participate in simple investigations of matter to answer a question or to test a prediction.** ● Ask questions about objects ● Use the five senses and simple equipment to gather data ● Experiment with changes in matter ● Experiment with changes in substances when combined ● Make a prediction about the results of the experiment	**Cognitive Development-Science** Scientific Skills and Methods **Standard: Demonstrates scientific inquiry skills and communicates scientific ideas clearly** ● Regularly uses multiple senses to observe and explore in-depth, familiar objects and unfamiliar objects selected by an adult or self-selected ● Continues to develop an understanding that classifying objects/materials helps the observer gain additional understanding of the objects/materials ● With verbal prompting and encouragement, begins to develop an understanding of the many different ways to classify objects/materials (Example: The adult shows the child that objects and materials could be classified by taste like salty/sweet/sour or by properties such as things that sink or float) ● Regularly pairs complete sentences and gestures to talk about the **events** seen during observations ● Uses letters and letter-like symbols when recording observations, or copy words to accompany observations ● With minimal verbal prompting, draws with increasing detail what is being observed during science inquiry ● With minimal verbal prompting, provides an adult with a multiple sentence dictation for the drawn observation ● With adult modeling and support, participates in multi-step experiments or experiments that require long

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	observation periods (Example: Student participates in an experiment that requires combining multiple ingredients in a specific order or student watches several seeds grow in different mediums over a period of weeks) ● With minimal verbal prompting, engages in the scientific practice of analyzing and interpreting data ● With minimal verbal prompting, engages in the scientific practice of constructing explanations (Example: The adult uses thinking questions to draw the student to a conclusion such as "Why would one egg float and another egg sink? Could there be something different about the two eggs?) ● With minimal verbal prompting, engages in the scientific practice of designing solutions (Example: The adult uses thinking questions to help the student come up with a solution to see the inside of a pumpkin without cutting off the top.) ●
Standard Area 3.2.B Physical Sciences: Physics (4)	
Force & Motion of Practices & Rigid Bodies 3.2.PK.B.1 **Explore and describe the motion of toys and objects.** ● Comment about the motion of a variety of objects during play ● Demonstrate an understanding of fast, slow, back and forth	**Cognitive Development-Science** Physical Science **Standard:Demonstrates knowledge related to physical science** ● Uses prior knowledge to expand creativity while working to vary the motion or speed of an object ● Consistently and accurately utilizes learned vocabulary to describe varied rates of speed ● Consistently and accurately utilizes learned vocabulary to compare objects moving at varied rates of speed ● Consistently and accurately utilizes learned vocabulary to describe a variety of movements (motion) ● Consistently and accurately utilizes learned vocabulary to compare movements of objects
Nature of Waves (Sound and Light Energy) 3.2.PK.B.5 **Create and describe variations of sound** ● Categorize and create sounds based on different attributes	**Cognitive Development-Science** Physical Science **Standard:Demonstrates knowledge related to physical science**

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● Listen to sounds from outside or inside and identify if it is loud, soft, high, low ● Listen to sounds and identify the source ● Make sounds with instruments	● Independently explores the different properties and characteristics of sound (pitch, volume, tone) ● Accurately uses learned vocabulary to talk about the properties of sound (wavelength, low pitch, high pitch, speed: fast/slow, loud, soft, etc.)
Unifying Themes (Energy) 3.2.PK.B.6 **Recognize that light from the sun is an important source of energy for living and nonliving systems and some source of energy is needed for all organisms to stay alive and grow.** ● Recognize basic energy types and sources (e.g. light from the sun, wind, water) ● Describe observations of and comment on basic energy types and sources ● Identify what plants and animals need to grow	Living Things ● With verbal prompting and encouragement, identifies the majority of elements of habitat (food, water, shelter, space) for a wide variety of animals (Example: Knows frogs need to live in water and be able to eat insects, Knows elephants live in the forests and on the plains and get water from rivers, streams, ponds and lakes) ●
Science as Inquiry 3.2.PK.B.7 **Participate in simple investigations of energy and motion to answer a question or to test a prediction.** ● Ask questions about objects ● 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	**Cognitive Development-Science** Physical Science **Standard: Demonstrates knowledge related to physical science** ● Uses prior knowledge to expand creativity while exploring the different properties and characteristics of light ● With adult modeling and support, safely explores different properties and characteristics of heat (natural: sun, fire or man-made: oven/stove, heater) ● With adult modeling and support, safely explores different properties and characteristics of electricity (static, lightning, battery, outlet) ● Consistently and accurately uses learned vocabulary to talk about the properties of light (bright, dim, shadow, transparent, reflect, refract, speed, wave, etc.)

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	● Consistently and accurately uses learned vocabulary to talk about the properties of heat (transfer, temperature, hot, warm, radiate, etc.) ● Consistently and accurately uses learned vocabulary to talk about the properties of electricity (circuit, volt, shock, switch, charge, conduct, etc.)
Standard Area 3.3.A Earth and Space Sciences: Earth Structures, Processes and Cycles (4)	
Earth Features and the Processes that Change it 3.3.PK.A.1 **Sort different types of earth materials.** ● Explore rocks, soil and sand using a hand magnifier ● Answer questions about observations of earth matter ● Use senses and simple tools to explore earth materials	**Cognitive Development-Science** Earth and Space Science **Standard: Demonstrate knowledge related to dynamic properties of the earth and sky** ● Demonstrates an understanding that rocks are made up of different things and are created in nature different ways through explorations, conversations and drawings ● With minimal verbal prompting, observes and explores how weather changes mud, sand, soil and rocks over time
Water 3.3.PK.A.4 **Identify a variety of uses for water.** ● Identify ways water can be used (e.g. drinking, washing, watering plants, putting out fires, boating and fishing) ● Explore water during play	**Cognitive Development-Science** Earth and Space Science **Standard: Demonstrate knowledge related to dynamic properties of the earth and sky** ● With minimal verbal prompting, identifies different water states/phases (solid/ice, liquid/water, gas/vapor) ● Explores water changing from a liquid state to a solid and from a solid state back to a liquid state without hesitation ● With adult support, explores water changing from a liquid state to a gas state and from a gas state back to a liquid state
Weather and Climate 3.3.PK.A.5 **Identify seasons that correspond with observable conditions and identify how weather affects daily life.** ● 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	**Cognitive Development-Science** Earth and Space Science **Standard: Demonstrate knowledge related to dynamic properties of the earth and sky** ● Demonstrates through conversations and play the understanding that day and night are created by the rotation of the earth ● Demonstrates through conversations and play an understanding that the sun, moon, and stars are always in the sky even if they can't be seen ● Notices that the sun, moon and stars undergo seasonal changes when an adult points it out (Example: The adult

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	points out a blue moon or a blood moon and notes the month or season, The adult points out the sun is later to rise during the winter months, The adult points out the different constellations that can be seen change with the seasons) ● May bring up a seasonal observation of the sun, moon and stars during a group conversation (Example: Excitedly tells peers that the moon was orange in the sky on their way in to school)
Science as Inquiry 3.3.PK.A.7 **Participate in simple investigations of earth structures, processes, and cycles to answer a question or to test a prediction.** ● Ask questions about objects, organisms, and events ● Use the five senses and simple equipment to gather data ● Experiment with different types of earth materials ● Make predictions about an outcome (e.g. “What might happen if we go out in the snow without our boots?”) ● Describe observations accurately ● Compare observations with others	**Cognitive Development-Science** Earth and Space Science **Standard:Demonstrate knowledge related to dynamic properties of the earth and sky** ● Demonstrates through conversations and play the understanding that day and night are created by the rotation of the earth ● Demonstrates through conversations and play an understanding that the sun, moon, and stars are always in the sky even if they can't be seen ● Notices that the sun, moon and stars undergo seasonal changes when an adult points it out (Example: The adult points out a blue moon or a blood moon and notes the month or season, The adult points out the sun is later to rise during the winter months, The adult points out the different constellations that can be seen change with the seasons) ● May bring up a seasonal observation of the sun, moon and stars during a group conversation (Example: Excitedly tells peers that the moon was orange in the sky on their way in to school)
Standard Area 3.3.B Origin and Evolution of the Universe (2)	
Comparisons and Structure 3.3.PK.B.1 **Identify objects that can be found in the day or night sky.** ● Talk about things that can be found in the day or night sky (e.g. moon, sun, stars, clouds) ● Distinguish between objects found in the day sky and in the night sky ● Observe and describe different types of clouds	**Cognitive Development-Science** Earth and Space Science **Standard: Demonstrate knowledge related to dynamic properties of the earth and sky** ● Demonstrates through conversations and play the understanding that day and night are created by the rotation of the earth

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	● Demonstrates through conversations and play an understanding that the sun, moon, and stars are always in the sky even if they can't be seen ● Notices that the sun, moon and stars undergo seasonal changes when an adult points it out (Example: The adult points out a blue moon or a blood moon and notes the month or season, The adult points out the sun is later to rise during the winter months, The adult points out the different constellations that can be seen change with the seasons) ● May bring up a seasonal observation of the sun, moon and stars during a group conversation (Example: Excitedly tells peers that the moon was orange in the sky on their way in to school)
Science as Inquiry 3.3.PK.B.3 **Participate in simple investigations of the objects found in the day or night sky to answer a question or to test a prediction.** ● Ask questions about objects, organisms, and events ● Use the five senses and simple equipment (e.g. prisms, binoculars) to gather data ● Describe observations accurately ● Compare observations with others ● Explore shadows made from the sun ● Use digital media to explore night sky, constellations, and other solar phenomena	**Cognitive Development-Science** Earth and Space Science **Standard: Demonstrate knowledge related to dynamic properties of the earth and sky** ● Demonstrates through conversations and play the understanding that day and night are created by the rotation of the earth ● Demonstrates through conversations and play an understanding that the sun, moon, and stars are always in the sky even if they can't be seen ● Notices that the sun, moon and stars undergo seasonal changes when an adult points it out (Example: The adult points out a blue moon or a blood moon and notes the month or season, The adult points out the sun is later to rise during the winter months, The adult points out the different constellations that can be seen change with the seasons)
Standard Area 4.1 Environment: Ecology (4)	
The Environment 4.1.PK.A **Identify living and non-living things in the immediate and surrounding environment.** ● Sort objects from the immediate environment by living and non-living	**Cognitive Development-Science** Living things **Standard: Demonstrates knowledge related to living things and their environments** ● Closely examines (looks for unique features) a variety of plants and animals in the natural environment and

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	begins to use descriptive language when talking about what is seen ● Compares and contrasts individual features of a variety of plants and animals in the natural environment
Energy Flow 4.1.PK.C **Identify that plants need the sun to grow.** ● Participate in experiments that show the effects on plant growth when the sun is removed as a source of energy	**Cognitive Development-Science** Physical Science **Standard.: Demonstrates knowledge related to physical science** ● With adult modeling and support, safely explores different properties and characteristics of heat (natural: sun, fire or man-made: oven/stove, heater)
Biodiversity 4.1.PK.D **Identify basic needs of living things.** ● Reference 3.1.PK.A.2	
Succession 4.1.PK.E **Identify the change of seasons in the environment.** ● 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 ● Use a thermometer as a tool for measuring temperature	**Cognitive Development-Science** Earth, Space Science **Standard: Demonstrate knowledge related to dynamic properties of the earth and sky** ● Observes and discusses the weather and associates different weather patterns with the seasons
Standard Area 4.2 Watersheds and Wetlands (3)	
Watersheds 4.2.PK.A **Identify various types of moving water in Pennsylvania.** ● Identify bodies of water (e.g. rivers, lakes, streams, creeks, puddles) in the local area ● Differentiate between water that moves and water that is still	**No Alignment**
Wetlands 4.2.PK.B **Identify a wetland as an ecosystem in Pennsylvania.** ● Understand that an ecosystem is a community of living things and everything that surround them ● Understand that a wetland is an ecosystem in which the living things depend on a large amount of water for survival ● Participate in classroom activities about wetlands	**No Alignment**
Aquatic Ecosystems 4.2.PK.C **Describe an aquatic (water) and terrestrial (land) habitat.** ● Understand that a habitat is where a living thing finds its basic needs for survival ● Describe different places animals can live ● Match animals to an aquatic (water) or terrestrial (land) habitat ● Include a description of a specific habitat in drawing, creations, or dictations	● Matches an increasing number and variety of animals to their appropriate habitat with accuracy ● With verbal prompting and encouragement, identifies the majority of elements of habitat (food, water, shelter, space) for a wide variety of animals (Example: Knows frogs need to live in water and be able to eat insects, Knows elephants live in the

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	forests and on the plains and get water from rivers, streams, ponds and lakes)
Standard Area 4.3 Natural Resources (2)	
Use of Natural Resources 4.3.PK.A **Identify how the environment provides for the needs of people in their daily lives.** ● 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)	**Cognitive Development-Social Studies** People and Community **Standard: Demonstrate an awareness of economics in their community** ● Consistently asks questions about the jobs or occupations of people encountered in books or media ● Consistently identifies tools and/or uniforms utilized by the professionals encountered in books or media ● Demonstrates an understanding of the complex responsibilities associated with individual professions during conversations and play ● Demonstrates an understanding of the variety of occupations that have shared responsibilities in a workplace during conversations and play
Availability of Natural Resources 4.3.PK.B **Identify natural resources available to people in their daily life.** ● 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	Cognitive Development-Science Interaction with the environment **Standard:Demonstrates an awareness of, and the need to protect their environment (ecosystem, Earth, home) through the conservation and preservation of natural resources** ● Continues to demonstrate understanding of the positive impact that sustainability practices have on the Earth's environment ● Continues to state the consequences that poor sustainability practices have on the Earth's environment ● Participates in shared reading experiences about the Earth ● Asks increasingly more complex questions about the Earth ● Answers increasingly more complex questions about the Earth
Standard Area 4.4 Agriculture and Society (3)	
Food and Fiber Systems 4.4.PK.A **Identify what plants and animals need to grow.** ● Reference 3.1.PK.A.2	**Cognitive Development-Science** Living Things **Standard: Demonstrates knowledge related to living things and their environments** ● Matches an increasing number and variety of animals to their appropriate habitat with accuracy

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	● With verbal prompting and encouragement, identifies the majority of elements of habitat (food, water, shelter, space) for a wide variety of animals (Example: Knows frogs need to live in water and be able to eat insects, Knows elephants live in the forests and on the plains and get water from rivers, streams, ponds and lakes)
Applying Sciences to Agriculture 4.4. PK.C **Recognize that plants and animals grow and change.** ● Reference 3.1. PK.A.3	**Cognitive Development-Science** Living Things **Standard: Demonstrates knowledge related to living things and their environments** ● Consistently uses correct vocabulary when discussing plant and animal life cycles (seed, stem, flower, egg, metamorphosis, adult, etc.) ● With verbal prompting and encouragement, asks questions about the life cycle of a plant to deepen understanding of each phase of the life cycle ● With verbal prompting and encouragement, asks questions about the life cycle of a spider to deepen understanding of each phase of the life cycle ● With verbal prompting and encouragement, asks questions about the life cycle of a few insects (ladybug, butterfly, beetle, etc.) to deepen understanding of each phase of the life cycle ● With verbal prompting and encouragement, asks questions about the life cycle of a few animals (frogs, chickens, humans, et.) to deepen understanding of each phase of the life cycle ● ○
Technology Influences on Agriculture 4.4.PK.D **Identify basic tools used in gardening at home and at school.** ● Discuss and answer questions about gardening ● Use basic gardening tools	**Cognitive Development-Science** Engineering and Technology **Standard:Demonstrates understanding of simple tools and simple machines and their usefulness in construction and problem solving** ● Continue to refine their selection when choosing everyday objects as tools to lift, move and support objects or structures

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	● Regularly combines two or more everyday objects or create new objects (a combination of an everyday object and something that has been constructed like a kitchen spoon taped to the front of a dump truck) that can be used as a tool to lift, move and support structures ● Experiments with varied movements while utilizing everyday objects as tools or invented objects (a combination of an everyday object and something that has been constructed like a kitchen spoon taped to the front of a dump truck) as tools ● Begins to utilize increasingly more complex machines during play to solve problems or make the work more efficient with consistent success
Standard Area 4.5 Humans and the Environment (4)	
Sustainability 4.5.PK.A **Identify what people need to survive.** ● State that people are living things ● Label human needs as air, food, water, shelter, clothing	**Cognitive Development-Social Studies** People and Community **Standards: Demonstrate an awareness of economics in their community** ● Participates in shared reading and media experiences about basic human needs and personal wants ● With minimal verbal prompting, participate in discussions about basic human needs and personal wants ● With minimal verbal prompting, identifies some personal belongings and/or favorite things as a basic human need or a personal want
Integrated Pest Management 4.5.PK.B **Identify things in the natural environment that can be harmful to people, pets and other living things.** ● Recognize and avoid unsafe things and situations within the immediate natural environment ● Discuss plants, insects and animals that could be harmful; share personal experiences when relevant	**Cognitive Development-Science** Interaction with the environment **Standard: Demonstrates an awareness of, and the need to protect their environment (ecosystem, Earth, home) through the conservation and preservation of natural resources** ● Notices harmful things in the immediate environment (classroom, playground, parking lot, etc.) and addresses the problem on their own or recruits peers for assistance ● Regularly offers potential solutions to address the harmful things (pick up trash, reuse or recycle common plastic items) in the environment
Pollution 4.5.PK.C	● Cognitive Development-Science ● Interaction with the environment

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Identify ways people pollute the environment. ● 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	● Standard: Demonstrates an awareness of, and the need to protect their environment (ecosystem, Earth, home) through the conservation and preservation of natural resources ● Regularly offers potential solutions to address the harmful things (pick up trash, reuse or recycle common plastic items) in the environment ● Continues to demonstrate understanding of the positive impact that sustainability practices have on the Earth's environment ● Continues to state the consequences that poor sustainability practices have on the Earth's environment ● Participates in shared reading experiences about the Earth ● Asks increasingly more complex questions about the Earth ● Answers increasingly more complex questions about the Earth
Waste 4.5.PK.D **Describe how everyday human activities generate waste.** ● Sort waste into those things that can be recycled and those things that cannot ● Practice recycling as part of classroom routine	**Cognitive Development-Science** Interaction with the environment **Standard: Demonstrates an awareness of, and the need to protect their environment (ecosystem, Earth, home) through the conservation and preservation of natural resources** ● Regularly offers potential solutions to address the harmful things (pick up trash, reuse or recycle common plastic items) in the environment
Standard Area 15.4 Computer and Information Technology (8)	
Influence of Emerging Technologies 15.4.PK.A **Identify various technologies used in the classroom and at home.** ● 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	**Cognitive Development-Cognitive Processes** Engineering and Technology **Standard: Demonstrates an awareness of advanced technologies and their usefulness in testing solutions, solving problems, or completing tasks** ● Consistently uses learned vocabulary to identify and/or describe the purpose for advanced technologies (camera, printer, scanner, iPad, tablet, cell phone, etc.) ● Independently uses advanced technologies located in the learning environment to **enhance** learning opportunities (Example: With adult supervision, uses a digital microscope and a laptop or tablet to look closely at

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	the texture of leaves found on a nature walk)
Digital Citizenship 15.4.PK.B **Demonstrate responsible use of technology and equipment.** ● Perform basic tasks using technological equipment (e.g. turning on a computer, taking a picture with a digital camera, pushing play button on a tape recorder) ● Use technology and components for intended purpose ● Follow established rules (e.g. time limit, handling with care, putting away) when using technology ● Choose technologies that are appropriate for an identified task	**Cognitive Development-Cognitive Processes** Engineering and Technology **Standard: Demonstrates an awareness of advanced technologies and their usefulness in testing solutions, solving problems, or completing tasks** ● Consistently uses learned vocabulary to identify and/or describe the purpose for advanced technologies (camera, printer, scanner, iPad, tablet, cell phone, etc.) ● Independently uses advanced technologies located in the learning environment to enhance learning opportunities (Example: With adult supervision, uses a digital microscope and a laptop or tablet to look closely at the texture of leaves found on a nature walk) ●
Hardware 15.4.PK.C **With prompting and support, identify peripheral devices of computer system including input and output devices.** ● Label computer components (e.g. mouse, printer, keyboard, screen) with appropriate terms when using	**Cognitive Development-Cognitive Processes** Engineering and Technology **Standard: Demonstrates an awareness of advanced technologies and their usefulness in testing solutions, solving problems, or completing tasks** ● Consistently uses learned vocabulary to identify and/or describe the purpose for advanced technologies (camera, printer, scanner, iPad, tablet, cell phone, etc.) ● Independently uses advanced technologies located in the learning environment to enhance learning opportunities (Example: With adult supervision, uses a digital microscope and a laptop or tablet to look closely at the texture of leaves found on a nature walk)
Input Technologies 15.4.PK.D **Demonstrate the correct use of simple input technologies (e.g. mouse, touch screen, microphone, etc.).** ● Perform basic tasks using simple input technologies (e.g. mouse, touch screen, microphone, etc.) ● Use input technologies for intended purpose	**Cognitive Development-Cognitive Processes** Engineering and Technology **Standard: Demonstrates an awareness of advanced technologies and their usefulness in testing solutions, solving problems, or completing tasks**

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● Follow established rules (e.g. time limit, handling with care, putting away) when using input technologies	● Consistently uses learned vocabulary to identify and/or describe the purpose for advanced technologies (camera, printer, scanner, iPad, tablet, cell phone, etc.) ● Independently uses advanced technologies located in the learning environment to enhance learning opportunities (Example: With adult supervision, uses a digital microscope and a laptop or tablet to look closely at the texture of leaves found on a nature walk)
Software/Applications 15.4.PK.G **With help and support, select and use various software / applications for an intended purpose.** ● Describe a purpose for use of software/application ● Choose software/application from choices provided by the teacher	**Cognitive Development-Cognitive Processes** Engineering and Technology **Standard: Demonstrates an awareness of advanced technologies and their usefulness in testing solutions, solving problems, or completing tasks** ● Consistently uses learned vocabulary to identify and/or describe the purpose for advanced technologies (camera, printer, scanner, iPad, tablet, cell phone, etc.) ● Independently uses advanced technologies located in the learning environment to enhance learning opportunities (Example: With adult supervision, uses a digital microscope and a laptop or tablet to look closely at the texture of leaves found on a nature walk)
Digital Media 15.4.PK.K **With help and support, identify similarities and differences between text, graphics, audio, animation, and video.** ● Describe various types of media, what technology is used to convey it, and some components (e.g. words, images, video) of it ● Describe preferences for various types of media	**Cognitive Development-Creative Development** Drama **Standard: Participates in drama presentations (plays, musicals, puppet shows, oral storytelling with props, etc.)** ● With minimal verbal prompting, describes an increasing number of the responsibilities of cast members/crew members/actors/puppeteers etc. ● Observes a variety of drama productions (attending a live show, watching a recorded video of a past production, or watching a video about the making of a production) and verbalizes some personal preferences
Technology Research 15.4.PK.L	**Cognitive Development-Cognitive Processes** Engineering and Technology

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With help and support, use web browser to locate content-specific websites. ● Generate or choose a topic to learn about ● Follow teacher or peer directions to use web browser to locate information specific to chosen topic	**Standard: Demonstrates an awareness of advanced technologies and their usefulness in testing solutions, solving problems, or completing tasks** ● Consistently uses learned vocabulary to identify and/or describe the purpose for advanced technologies (camera, printer, scanner, iPad, tablet, cell phone, etc.) ● Independently uses advanced technologies located in the learning environment to enhance learning opportunities (Example: With adult supervision, uses a digital microscope and a laptop or tablet to look closely at the texture of leaves found on a nature walk)
Emerging Technologies in Careers 15.4.PK.M **With help and support, identify various technologies used in the workplace** ● Attempt to use model and real medical equipment as it is used at the doctor's office during play ● Identify the types of tools and materials used in construction ● Talk about various types of vehicles used in the workplace (e.g. construction vehicles, fire fighting vehicles, boats, airplanes) ● Practice using hammers and nails or screws and screwdrivers in a construction center	**Cognitive Development-Cognitive Processes** Engineering and Technology **Standard: Demonstrates an awareness of advanced technologies and their usefulness in testing solutions, solving problems, or completing tasks** ● Consistently uses learned vocabulary to identify and/or describe the purpose for advanced technologies (camera, printer, scanner, iPad, tablet, cell phone, etc.) ● Independently uses advanced technologies located in the learning environment to enhance learning opportunities (Example: With adult supervision, uses a digital microscope and a laptop or tablet to look closely at the texture of leaves found on a nature walk)
Social Studies Thinking: Connecting to Communities	
5. Civics and Government (7)	
Standard Area 5.1 Principles and Documents of Government (2)	
Rule of Law 5.1 .PK.A **State rules and their consequences.** ● Describe classroom rules ● Explain a consequence for breaking a classroom rule	**Cognitive Development-Social Studies** People and Community Standards: Develops an awareness of the rights and responsibilities of citizens in a community (citizenship) ● Consistently follows classroom/school/community rules and routines even if they are new or recently modified

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	● Regularly reminds peers about the reasoning behind established rules and routines ● Regularly offers suggestions for identified recurring 'problems' in the learning environment
Symbols 5.1.PK.F **Identify basic American symbols (e.g., American Flag).** ● Discuss images, pictures or items that are symbols of America ● Identify the American Flag ● Replicate the American Flag using art materials	**Cognitive Development-Social Studies** **Standard:Develops an awareness of the rights and responsibilities of citizens in a community (citizenship)** ● Demonstrates understanding through conversations and play, that citizens and communities use symbols to represent their communities (flags, songs, pledges, animals, gems, flowers, landmarks, etc.) ● Consistently identifies pictures or objects and the respective community they are associated with (Example: Selects picture of the country's flag, Identifies state flower, Recites the morning pledge, etc.)
Standard Area 5.2 Rights and Responsibilities of Citizenship (3)	
Civic Rights and Responsibilities 5.2.PK.A **Identify self-membership of a group such as the class or family.** ● 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	**Cognitive Development-Social Studies** People and Community **Standards: Develops an awareness of the rights and responsibilities of citizens in a community (citizenship)** ● Consistently completes the duties associated with the assigned or chosen classroom job ● Suggests additional classroom jobs to address temporary or short term classroom needs ● Consistently reminds adults and peers, how each classroom job contributes to the classroom community
Conflict and Resolution 5.2.PK.B **Identify a problem and discuss possible solutions with adult assistance. *see also 16.2. PK.D*** ● 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 play dough when there isn't enough) ● Suggest simple solutions to conflict which are most often based upon own needs and desires	● **Cognitive Development-Social Studies** ● People and Community ● **Standard:Demonstrates an understanding of the classroom community** ● Consistently follows all established group norms (getting along, showing respect for peer's ideas, using quiet voices, participating, staying with the group, etc.) ● Suggests additional group norms to address areas concern or frustrations with peers' behaviors

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	● Consistently displays appropriate social behaviors ● Prompts peers when group norms are not followed after an adult repeats the expected norms several times ● Corrects peers when inappropriate social behaviors are being displayed after an adult repeats the expected social behaviors several times
Leadership and Public Service 5.2.PK.C **Emerging to: Identify classroom projects/activities that support leadership and service.** ● Show interest in leadership opportunities ● Choose a leader for a classroom project ● Ask to be the line leader ● Request to help teacher	**Cognitive Development-Social Studies** People and Community **Standard: Develops an awareness of the rights and responsibilities of citizens in a community (citizenship)** ● Consistently completes the duties associated with the assigned or chosen classroom job ● Suggests additional classroom jobs to address temporary or short term classroom needs ● Consistently reminds adults and peers, how each classroom job contributes to the classroom community
Standard Area 5.3 How Government Works (2)	
Government Services 5.3.PK.C \\ **Identify community workers through their uniforms and equipment.** ● 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	**Cognitive Development-Social Studies** People and Community **Standard: Demonstrate an awareness of economics in their community** ● Consistently asks questions about the jobs or occupations of people encountered in books or media ● Consistently identifies tools and/or uniforms utilized by the professionals encountered in books or media ● Demonstrates an understanding of the complex responsibilities associated with individual professions during conversations and play ● Demonstrates an understanding of the variety of occupations that have shared responsibilities in a workplace during conversations and play **Cognitive Development- Creative Development** Drama **Standard:Uses dramatic play to express creativity** ● Persists in dramatic play and takes on the complex characteristics of a character/role
Conflict and the Court System	**Cognitive Development-Social Studies**

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5.3.PK.F **Identify appropriate behaviors for responsible classroom citizens.** ● 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	People and Community **Standard: Demonstrates an understanding of the classroom community** ● Consistently follows all established group norms (getting along, showing respect for peer's ideas, using quiet voices, participating, staying with the group, etc.) ● Suggests additional group norms to address areas concern or frustrations with peers' behaviors ● Consistently displays appropriate social behaviors ● Prompts peers when group norms are not followed after an adult repeats the expected norms several times ● Corrects peers when inappropriate social behaviors are being displayed after an adult repeats the expected social behaviors several times ● Consistently follows more complex classroom/school/community rules and routines (Throwing trash away in a trash can and not out the car window, crossing the street in the crosswalk, asking an adult to replace the empty soap dispenser) **Social Emotional Development** Develops a sense of self **Standard: Develops self-expression** ● With verbal prompting and encouragement, shows understanding of how other people and their behaviors can influence emotions (positive and negative) (Example: Draws a picture for a friend that is sad, sees a peer playing alone and brings others over to play as a group) Develops sense of self with others **Standard: Develops relationship with peers** ● Engages in increasingly more complex group games like tag, relay races, basketball, soccer, etc. ● Plays cooperatively with peers and works to accomplish one group goal (Examples: Works as a group to build a bridge out of blocks, works with a few peers to build a house out of legos, works with a small group to solve a science experiment)
6. Economics (8)	
Standard Area 6.1 Scarcity and Choice (3)	

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Scarcity and Choice 6.1.PK.A **Emerging to: Identify how scarcity influences choice.** ● 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	**Cognitive Development-Social Studies** People and the Community **Standard:Demonstrate an awareness of economics in their community** ● Participates in conversations about personal experiences with ownership and/or goods and services ● Develops new 'goods and services' dramatic play based on recent personal experiences ● Bargains with peers or adults to obtain/meet personal wants
Limited 6.1.PK.B **Emerging to**: **Identify family wants and needs.** ● Identify what people need to survive ● Demonstrates awareness of one's own preferences ● Identify personal wants	**Cognitive Development-Social Studies** People and the Community **Standards:Demonstrates an understanding of the difference between basic human needs and personal wants** ● Participates in shared reading and media experiences about basic human needs and personal wants ● With minimal verbal prompting, participate in discussions about basic human needs and personal wants ● With minimal verbal prompting, identifies some personal belongings and/or favorite things as a basic human need or a personal want
Incentives and Choice 6.1.PK.D **Identify a choice based on individual interest.** ● 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	**Social Emotional Development** Develops a sense of self **Standard:Engages in self-expression** ● Consistently chooses to follow established routines and procedures even if peers are not (waits in line to get a drink, puts blocks back on the shelf by shape even when peers just pile blocks anywhere on the shelf) ● Consistently makes decisions to take care of personal needs when they arise (finding tissue and blowing nose, washing hands after using the sensory materials, using the restroom during free play, etc.) ● Begins to show a willingness to choose familiar and new experiences when offered a choice ● Begins to help others without being asked (cleans up own center and moves on to help peers, cleans up a spill they didn't make, throws away trash found on the floor after lunch)
Standard Area 6.2 Market and Economic Systems (2)	

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Advertising and Media 6.2.PK.C **Emerging to: Identify advertisements that encourage us to buy things.** ● Recognize logos (environmental print) from local businesses ● Discuss advertisements (e.g. radio, print, TV)	**Language and Emergent Literacy** Early Reading **Standard: Demonstrates awareness of print concepts** ● Recognizes and reads environmental print
Price Determination 6.2.PK.D **Explain how money is used.** ● 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	**Cognitive Development-Social Studies** People and Community **Standard:Demonstrate an awareness of economics in their community** ● Understands basic economic exchange (ownership, supply and demand, give and take, payment for goods and services, etc.)
Standard 6.3 Functions of Government (1)	
Government's Role in International Trade 6.3.PK.D **Identify products produced locally.** ● Name items that come from farms, factories, and/or businesses within the community ● Talk about products that can be found around their home	**Cognitive Development-Social Studies** People and Community **Standard:Demonstrate an awareness of economics in their community** ● Consistently asks questions about the jobs or occupations of people encountered in books or media ● Consistently identifies tools and/or uniforms utilized by the professionals encountered in books or media ● Demonstrates an understanding of the complex responsibilities associated with individual professions during conversations and play ● Demonstrates an understanding of the variety of occupations that have shared responsibilities in a workplace during conversations and play ○
Standard Area 6.5 Income, Profit and Wealth (2)	
Factors Influencing Wages 6.5.PK.A **Differentiate between work and play.** ● 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	**Cognitive Development-Social Studies** People and Community **Standard:Demonstrate an awareness of economics in their community** ● Understands basic economic exchange (ownership, supply and demand, give and take, payment for goods and services, etc.)
Types of Businesses 6.5.PK.C **Identify local businesses.** ● 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 (e.g. food purchased at grocery store, hammer and nails purchased at hardware store)	**Cognitive Development-Social Studies** People and Community **Standard:Demonstrate an awareness of economics in their community** ● Understands basic economic exchange (ownership, supply and demand, give and take, payment for goods and services, etc.)

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	• Consistently asks questions about the jobs or occupations of people encountered in books or media • Consistently identifies tools and/or uniforms utilized by the professionals encountered in books or media • Demonstrates an understanding of the complex responsibilities associated with individual professions during conversations and play • Demonstrates an understanding of the variety of occupations that have shared responsibilities in a workplace during conversations and play •
7. Geography (3)	
Standard Area 7.1 Basic Geographic Literacy (2)	
Geographic Tools 7.1.PK.A **Explain how a map is a representation of places.** • 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"	**Cognitive Development-Social Studies** People and community **Standard: Demonstrate an awareness of geography in their community** • Regularly uses maps and globes to identify places mentioned in stories or songs • Creates accurate representations of familiar locations during construction play with minimal prompting from an adult
Location of Places and Regions 7.1.PK.B **Emerging to: Describe the location of places in the home, school, and community to gain an understanding of relative location** • 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	**Cognitive Development-Social Studies** People and community **Standard: Demonstrate an awareness of geography in their community** • Participates in activities that require the use of directional language (Example: Takes a walk with the class while the adult verbalizes each left and right turn. Rides a tricycle while an adult narrates the tricycle path) • Consistently and accurately identifies the town, city, neighborhood, or street where they live or go to school
Standard Area 7.2 Physical Characteristics of Places and Regions (1)	
Physical Characteristics 7.2. PK. A **Describe the characteristics of home and frequently visited locations to gain an understanding of physical features.** • Describe simple characteristics of home (e.g. type of dwelling, where located, what surrounds it) • Identify familiar places in the neighborhood	**Cognitive Development-Social Studies** People and Community **Standard:Demonstrate an awareness of geography in their community** **Creates simple representations of their community which include important**

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● Describe simple characteristics of business or community structures (e.g. type of dwelling, where located, what surrounds it)	**aspects of their community (roads, buildings, trees, bodies of water, etc.)** ● Regularly uses maps and globes to identify places mentioned in stories or songs ● Participates in activities that require the use of directional language (Example: Takes a walk with the class while the adult verbalizes each left and right turn. Rides a tricycle while an adult narrates the tricycle path) ● Consistently and accurately identifies the town, city, neighborhood, or street where they live or go to school ● Creates accurate representations of familiar locations during construction play with minimal prompting from an adult
8. History (2)	
Standard Area 8.1 Historical Analysis and Skills Development (2)	
Continuity and Change Over Time 8.1.PK.A **Identify a sequence of events through a day.** ● 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)	**Cognitive Development-Social Studies** History and Events **Standards: Understands the passage of time and how events are related** ● Participates in shared reading experiences about events that have occurred in the recent past and long ago past ● With minimal verbal prompting, identifies an event that has occurred in the recent past or long ago past ● Participates in conversations about events at school or home that are occurring in the present or the immediate future ● With minimal verbal prompting, identifies an event at school or home that is occurring in the immediate future ● With minimal verbal prompting, uses resources such as calendars, pictures, or major life milestones to discuss events in a relatively accurate time frame (past, present or future)
Research 8.1.PK.C **Understand that information comes from many sources such as books, computers, and newspapers.** ● Label types of media and what information can be gained (e.g. recipes from a cookbook, prices from an advertisement)	**Language and Emergent Literacy** Early Reading **Standard: Demonstrates awareness of print concepts** ● Regularly shares books and print media with peers pointing out events, characters, or settings that are familiar/interesting/unique

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● Locate information on identified topics using media (e.g. music, books, maps, TV programming, newspapers, magazines, movies, Internet, applications, advertising)	● With minimal verbal prompting, brings books or print media to a peer to provide it as a resource to the peer (Example: Brings a peer a book with a bird in it when overhearing the peer say they can't remember how to paint a bird's feet. Brings a peer a cookbook when the peer is acting as a chef in the kitchen and mentions they don't know how to cook soup.) ●
Creative Thinking and Expression: Communicating through the Arts (14)	
Standard Area 9.1.M Production and Performance: Music and Movement (4)	
Elements and Principles 9.1.M.PK.A **Know and use basic elements and principles of music and movement.** ● 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.”	Cognitive Development-Creative Development Music **Standards: Uses their voice, instruments or objects to musically express creativity** ● Regularly participates in group sing-alongs ● Initiates sing-alongs by suggesting a preferred or favorite song ● Regularly continues a sing-along after an adult fades the lead ● Consistently and appropriately (keeps the beat or accentuates repeated verses) uses instruments with sing-alongs Creative music and dance **Standards: Participates in dance to express creativity** ● Produces a variety of personal dance moves during open/unstructured music and movement activities and frequently moves around the room and shifts the body's weight from leg to leg ● May begin to 'show off' unique personal dance moves and encourage peers to copy the moves ● With verbal prompting and encouragement, creates drawings while observing dance ● With verbal prompting and encouragement, uses dance props (scarves, ribbons, bells, hoops, etc.) to enhance personal dance moves or to accentuate the rhythm or beat of the music

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Demonstration 9.1.M.PK.B **Respond to different types of music and dance through participation and discussion.** ● Participate in teacher-guided music and movement activities ● Sing familiar songs, chants, and finger plays ● Dance to different types of music ● Discuss music and movement experiences	**Cognitive Development-Creative Development** Creative Movement and Dance **Standard:Participates in dance to express creativity** ● Produces a variety of personal dance moves during open/unstructured music and movement activities and frequently moves around the room and shifts the body's weight from leg to leg ● May begin to 'show off' unique personal dance moves and encourage peers to copy the moves With verbal prompting and encouragement, creates drawings while observing dance ● With verbal prompting and encouragement, uses dance props (scarves, ribbons, bells, hoops, etc.) to enhance personal dance moves or to accentuate the rhythm or beat of the music ● Consistently communicates personal preferences (likes/dislikes) for different music genres • Requests songs from a preferred music genre when participating in group music activities • With minimal verbal prompting, develops an understanding of how music can communicate ideas or emotions • With minimal verbal prompting, compares different genres of music by focusing on the rhythmic patterns, tempos, meters and dynamics • With minimal verbal prompting, explores the history of cultural music around the world • With minimal verbal prompting, explores the celebrations/occasions where specific cultural music is performed ● With verbal prompting and encouragement, uses dance props (scarves, ribbons, bells, hoops, etc.) to enhance personal dance moves or to accentuate the rhythm or beat of the music
Representation 9.1.M.PK.E	**Cognitive Development-Creative Development** Creative Movement and Dance

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Use imagination and creativity to express self through music and dance. ● 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	**Standard:Participates in dance to express creativity** ● Produces a variety of personal dance moves during open/unstructured music and movement activities and frequently moves around the room and shifts the body's weight from leg to leg ● May begin to 'show off' unique personal dance moves and encourage peers to copy the moves With verbal prompting and encouragement, creates drawings while observing dance ● With verbal prompting and encouragement, uses dance props (scarves, ribbons, bells, hoops, etc.) to enhance personal dance moves or to accentuate the rhythm or beat of the music
Technologies 9.1.M.PK.J **Use a variety of technologies for producing or performing works of art.** ● 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, bean bags, ribbons) ● Use recording devices (e.g. voice recorder, video recorder) to capture music and/or movement performances	**Cognitive Development-Creative Development** Music **Standard: Uses their voice, instruments or objects to musically express creativity** ● Regularly participates in group sing-alongs ● Initiates sing-alongs by suggesting a preferred or favorite song ● Regularly continues a sing-along after an adult fades the lead ● Consistently and appropriately (keeps the beat or accentuates repeated verses) uses instruments with sing-alongs
Standard Area 9.1.D Production and Performance: Dramatic and Performance Play (2)	
Demonstrations 9.1.D.PK.B **Recreate a dramatic play experience for an audience.** ● 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	**Cognitive Development-Creative Development** Drama **Standards:Uses dramatic play to express creativity** ● Consistently utilizes fingerplay/story props and requests to use preferred finger play/story props if they are not accessible ● With minimal verbal prompting, utilizes different objects as substitutes for specific props that may not be accessible during dramatic play ● Begins to utilize imaginary props during dramatic play 'story', especially if the dramatic play 'story' is mostly

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	fantasy based (Example: Fairies, gnomes, magic, super heroes, etc.) ● Regularly initiates a dramatic play 'story' and frequently directs others to do or say specific things to enhance the 'story' ● Regularly persists in a dramatic play 'story' and with minimal verbal prompting varies facial expressions and makes voice inflections to more accurately represent the feelings/emotions of the characters ○
Representation 9.1.D.PKE **Use imagination and creativity to express self through dramatic play.** ● 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	**Cognitive Development-Creative Development** Drama **Standards:Uses dramatic play to express creativity** ● Consistently utilizes fingerplay/story props and requests to use preferred finger play/story props if they are not accessible ● With minimal verbal prompting, utilizes different objects as substitutes for specific props that may not be accessible during dramatic play ● Begins to utilize imaginary props during dramatic play 'story', especially if the dramatic play 'story' is mostly fantasy based (Example: Fairies, gnomes, magic, super heroes, etc.) ● Regularly initiates a dramatic play 'story' and frequently directs others to do or say specific things to enhance the 'story' ● Regularly persists in a dramatic play 'story' and with minimal verbal prompting varies facial expressions and makes voice inflections to more accurately represent the feelings/emotions of the characters
Standard Area 9.1.V Production and Performance: Visual Arts (4)	
Elements and Principles 9.1.V.PK.A **Know and use basic elements of visual arts.** ● 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	● Cognitive Development-Creative Development ● Visual Arts ● Standard: Creates, observes, and analyzes visual art forms to develop artistic expression ● Demonstrates intentionality when utilizing open-ended materials during art activities (Example: Uses Q-tips to make snowflakes on black paper, uses chalk to draw a rainbow on the

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	sidewalk, uses dried leaves and flowers to make imprints in clay, uses manipulatives as a stamp with a colored ink pad, molds and shapes playdough to closely represent a person or animal) ● Consistently talks about preferences of materials selected for art activities or imaginative/creative play
Demonstration 9.1.V.PK.B **Combine a variety of materials to create a work of art.** ● 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, play dough) ● Draw to explore and extend themes in the classroom	**Cognitive Development-Creative Development** Visual Arts **Standard: Creates, observes, and analyzes visual art forms to develop artistic expression** ● Demonstrates intentionality when utilizing open-ended materials during art activities (Example: Uses Q-tips to make snowflakes on black paper, uses chalk to draw a rainbow on the sidewalk, uses dried leaves and flowers to make imprints in clay, uses manipulatives as a stamp with a colored ink pad, molds and shapes playdough to closely represent a person or animal) ● Consistently talks about preferences of materials selected for art activities or imaginative/creative play
Representation 9.1.V.PK.E **Use imagination and creativity to express self through visual arts.** ● 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	**Cognitive Development-Creative Development** Visual Arts **Standard: Creates, observes, and analyzes visual art forms to develop artistic expression** ● Demonstrates intentionality when utilizing open-ended materials during art activities (Example: Uses Q-tips to make snowflakes on black paper, uses chalk to draw a rainbow on the sidewalk, uses dried leaves and flowers to make imprints in clay, uses manipulatives as a stamp with a colored ink pad, molds and shapes playdough to closely represent a person or animal) ● Consistently talks about preferences of materials selected for art activities or imaginative/creative play
Technologies 9.1.V.PK.J **Use a variety of technologies for producing works of art.** ● Explore a variety of art materials and tools ● Participate in teacher-guided visual arts activities	**Cognitive Development-Creative Development** Visual Arts

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● Choose art center during free choice ● Use art materials and tools as intended ● Manipulate materials in a variety of ways (e.g. pounding, squeeze, 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	**Standard: Creates, observes, and analyzes visual art forms to develop artistic expression** ● Demonstrates intentionality when utilizing open-ended materials during art activities (Example: Uses Q-tips to make snowflakes on black paper, uses chalk to draw a rainbow on the sidewalk, uses dried leaves and flowers to make imprints in clay, uses manipulatives as a stamp with a colored ink pad, molds and shapes playdough to closely represent a person or animal) ● Consistently talks about preferences of materials selected for art activities or imaginative/creative play
Standard Area 9.2 Historical and Cultural Context of Works in the Arts (1)	
Perspective 9.2. PK.D **Explain that instruments or art forms represent cultural perspectives.** ● Explore instruments from different cultures ● Participate in discussions about where various instruments and art forms originate ● Identify cultures represented by various art forms	**Cognitive Development-Creative Development** Music **Standards:Uses their voice, instruments or objects to musically express creativity** ● Consistently communicates personal preferences (likes/dislikes) for different music genres ● Requests songs from a preferred music genre when participating in group music activities ● With minimal verbal prompting, develops an understanding of how music can communicate ideas or emotions ● With minimal verbal prompting, compares different genres of music by focusing on the rhythmic patterns, tempos, meters and dynamics ● With minimal verbal prompting, explores the history of cultural music around the world ● With minimal verbal prompting, explores the celebrations/occasions where specific cultural music is performed
Standard Area 9.3 Critical Response to Works of Art (2)	
Identification 9.3. PK.F **Recognize and name a variety of art forms.** ● Identify a photo, painting, drawing, dance, and songs	**Cognitive Development-Creative Development** **C. Music** ● Regularly participates in group sing-alongs

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	● Initiates sing-alongs by suggesting a preferred or favorite song ● Regularly continues a sing-along after an adult fades the lead ● Consistently and appropriately (keeps the beat or accentuates repeated verses) uses instruments with sing-alongs Dance ● Produces a variety of personal dance moves during open/unstructured music and movement activities and frequently moves around the room and shifts the body's weight from leg to leg ● May begin to 'show off' unique personal dance moves and encourage peers to copy the moves ● With verbal prompting and encouragement, creates drawings while observing dance ● With verbal prompting and encouragement, uses dance props (scarves, ribbons, bells, hoops, etc.) to enhance personal dance moves or to accentuate the rhythm or beat of the music Visual Arts ● Regularly uses vocabulary related to art and art forms in order to more accurately describe observed details and preferences\ Drama ● Observes a variety of drama productions (attending a live show, watching a recorded video of a past production, or watching a video about the making of a production) and verbalizes some personal preferences ○
Critical Response 9.3.PK.G **Formulate and share an opinion about others' art products.** ● Observe, applaud or comment on the works of others ● Share an opinion about art work when asked, "What do you think this is about?"	**Cognitive Development-Creative Development** Visual Arts **Standards: Creates, observes, and analyzes visual art forms to develop artistic expression** ● Regularly uses vocabulary related to art and art forms in order to more accurately describe observed details and preferences ● Regularly uses expanded vocabulary to discuss own artwork compared or contrasted to the art work of others

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Standard Area 9.4 Aesthetic response to Works in the Arts (1)	
Emotional Response 9.4.PK.B **Demonstrate an emotional response to viewing or creating various art works.** ● 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	**Cognitive Development-Creative Development** Drama **Standard: Participates in drama presentations (plays, musicals, puppet shows, oral storytelling with props, etc.)** ● Regularly identifies and/or describes different forms of drama productions (plays, musicals, puppet shows, oral storytelling with props, etc.) ● With minimal verbal prompting, describes an increasing number of responsibilities and/or rules of being an audience member ● With minimal verbal prompting, describes an increasing number of the responsibilities of cast members/crew members/actors/puppeteers etc. ● Observes a variety of drama productions (attending a live show, watching a recorded video of a past production, or watching a video about the making of a production) and verbalizes some personal preferences ○ ○
Health and Wellness and Physical Development: Learning About My Body (13)	
Standard Area 10.1 Concepts of Health (4)	
Interaction of Body Systems 10.1.PK.B **Identify and locate body parts.** ● 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	**Cognitive Development-Science** Living Things **Standard: Demonstrates knowledge related to living things and their environments** ● With verbal prompting and encouragement, identifies an increasing number of body parts and may start to name some body systems ● Consistently identifies 4 or more body part functions (Brain is the 'computer' for the body, Spine holds the body together, Elbows help your arms bend, etc.)
Nutrition 10.1. PK. C **Identify foods that keep our body healthy.** ● Identify healthy and non-healthy foods ● Classify foods by their food groups (e.g. fruits, vegetables, dairy) ● Make healthy food choices	**Physical Development** Health and Wellness **Standard: Participates in activities related to nutrition** ● With verbal prompting and encouragement, can sort given foods into their food groups

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	● With verbal prompting and encouragement, can identify by name most foods served at mealtime ● With verbal prompting and encouragement, can identify the food group for the foods served at mealtime ● Willingly tastes a variety of unfamiliar foods across all food groups ● With verbal prompting and encouragement, can state some health benefits gained by eating specific foods across all food groups
Alcohol, Tobacco and Chemical Substances 10.1.PK.D **Identify and discuss the purposes of medicine.** ● Identify that medicine can be used to stay healthy ● Discuss times when medicine may be needed ● Discuss safety practices related to proper medicine use	**No Alignment**
Health Problems and Disease Prevention 10.1.PK.E **Identify and discuss common health problems.** ● 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	**Physical Development** Health and Wellness **Standards: Practices healthy and safe habits** ● Regularly reminds peers of things that can be done to prevent the spread of germs (use a tissue, cough/sneeze in your arm, wash hands before snack)
Standard Area 10.2 Healthful Living (2)	
Health Practices, Products and Services 10.2.PK.A **Identify fundamental practices for good health.** ● 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)	**Physical Development** Health and Wellness **Standards: Practices healthy and safe habits** ● Independently completes self-care and personal hygiene routines such and may provide support to peers who get stuck or forget a step in the routines ● Independently uses the potty and usually remembers to wipe, flush the toilet, and wash hands ● Regularly reminds peers of things that can be done to prevent the spread of germs (use a tissue, cough/sneeze in your arm, wash hands before snack) ● With verbal prompting and encouragement, initiates and carries out grooming routine (finds comb or brush, begins to comb or brush own hair, attempts to brush or comb out tangles, may ask for help styling or parting hair)
Health and the Environment	**Physical Development**

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10.2.PK.E **Identify environmental factors that affect health.** ● 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)	Health and Wellness **Standards: Practices healthy and safe habits** ● Reminds/redirects peers and sometimes adults who are not following established safety practices while in specific environments such as the swimming pool, the beach, the mountains, a second-story balcony, etc. (swim near a lifeguard, use sunscreen, stay near an adult while hiking, keep your feet on the ground when standing on a balcony, etc.) ○
Standard Area 10.3 Safety and Injury Prevention (2)	
Safe and Unsafe Practices 10.3.PK.A **Recognize safe and unsafe practices** ● 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. firefighter, police officer) can keep us safe	**Physical Development** Health and Wellness **Standards: Practices healthy and safe habits** ● Redirects a peer who is participating in an unsafe act in the classroom or on the playground by stating the established safety rules and providing an alternate safe option for the peer ● States the correct safety rules/laws enforced in the community (buckling seat belt, using a crosswalk, looking both ways before crossing a street, remaining seated on a moving bus) ● States natural consequences that result if participating unsafe acts or not following the established safety rules ● States adult established consequences that occur if participating unsafe acts or not following the established safety rules in the classroom or on the playground
Emergency Responses 10.3.PK.B **Recognize emergency situations and discuss appropriate responses.** ● Identify procedures for a variety of emergencies (fire, tornado, intruder, medical emergency) ● Participate in discussions that differentiate between emergencies and non-emergencies ● Practice emergency procedures	**Physical Development** Health and Wellness **Standards: Practices healthy and safe habits** ● Can demonstrate how to dial 9-1-1 on a play phone ● May begin to learn home address or the telephone number for a trusted adult
Standard Area 10.4 Physical Activity: Gross Motor Coordination (2)	
Control and Coordination 10.4.PK.A **Demonstrate coordination of body movements in active play.** ● Combine large motor movements with the use of equipment (e.g. ride a tricycle, using feet to pedal, catch a ball, throw a bean bag or ball overhand with aim, kick a ball) ● Move and stop with control	**Physical Development** Motor Skills **Demonstrates gross motor skills** ● Uses a combination of large muscles in the arms, hands, legs, and feet to move through/explore various learning environments (indoor and outdoor

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• Use outdoor gross motor equipment • Run with control and direction • Engage in gross motor games (e.g. Hokey Pokey, London Bridge, Simon Says) • Perform a variety of movement alongside and with a partner	• Rolls or tosses a smaller ball (softball/tennis ball/wiffle ball) underhand to an adult with accuracy most of the time • Rolls or tosses a smaller ball (softball/tennis ball/wiffle ball) overhand to an adult or peer with accuracy most of the time • Bounces and catches a smaller ball (softball/tennis ball/wiffle ball) with accuracy most of the time • Throws or hits a smaller ball (softball/tennis ball/wiffle ball) to an adult or peer with accuracy most of the time • Kicks a smaller ball (soccer ball or dodge ball) to an adult or peer with accuracy most of the time • Begins to rotate body and use alternate arm and leg movements when tossing, throwing, or hitting a ball • Begins to rotate body and use alternate arm and leg movements when kicking a ball May begin to take several steps or a running start when tossing, throwing, hitting or kicking a ball
Balance and Strength 10.4.PK.B **Exhibit balance while moving on the ground or using equipment.** • 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	**Physical Development** Motor Skills **Demonstrates gross motor skills** • Participates in intense/active outdoor play and physical activity for the majority of the designated outdoor play or physical activity time • Balances on one foot without support and may begin to balance on the nondominant foot without support • Walks on a beam or narrow line with minimal faltering or need for support • Successfully jumps for height and distance and jumps to clear obstacles • Successful hops for distance and hops to clear obstacles • Gallops and switches between dominant leg and nondominant leg during gallop • With adult modeling and support, may begin to skip
Standard Area 10.5 Concepts, Principles and Strategies of Movement: Fine Motor Development (3)	
Strength Coordination and Muscle 10.5.PK.A **Use hands, fingers and wrists to manipulate objects.**	**Physical Development** Motor Skills **Demonstrates fine motor skills**

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● 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)	● Independently manipulates zippers, snaps or buttons on clothing ● Independently manipulates zippers, snaps or buttons on clothing ● With minimal verbal prompting, uses tweezers to pick up very small objects and move them from one place to another ● Manipulates string and various sizes of beads/pasta between both hands to increase proficiency and speed ○
Eye/Hand Coordination 10.5.PK.B **Coordinate eye and hand movements to perform a task.** ● 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, stringing beads) ● Use tools to pour (e.g. funnels, basters, and pitchers)	**Physical Development** Motor Skills **Demonstrates fine motor skills** ● Cuts curved or zig zag lines with accuracy ● Cuts out smaller shapes (shapes small enough to glue inside a homemade card) with accuracy ● May be able to crush/roll small pieces of paper with the fingers on one hand ● Independently manipulates zippers, snaps or buttons on clothing ● With minimal verbal prompting, uses tweezers to pick up very small objects and move them from one place to another ● With verbal prompting and encouragement, uses a variety of non standards tools during designated activities (single hole punch, decorative scissors, shape punches, etc)
Use of Tools 10.5.PK.C **Use tools that require use of fingers, hands, and/or wrists to accomplish a task.** ● Use writing and drawing implements with functional grasp (pincer grasp) ● Use a variety of art tools (e.g. glue sticks, paint brushes, 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	**Physical Development** Motor Skills **Demonstrates fine motor skills** ● Draws a variety of shapes using writing tools of various sizes (thin or thick markers, crayons, colored pencils, pens) ● Uses glue stick (uncaps glue stick/rubs glue in designated spot/twists glue stick up or down/recaps glue stick) or glue bottle (twists open glue cap/squeezes out small glue drops/twists closed glue cap) during designated activities

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Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
Social and Emotional Development (12)	
Standard Area 16.1 Self-Awareness and Self- Management (4)	
Manages Emotions and Behaviors 16.1.PK.A **Distinguish between emotions and identify socially accepted ways to express them.** ● Recognize and label basic feelings ● Express feelings that are appropriate to the situation ● 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)	**Social Emotional Development** Develops sense of self **Standard: Engages in self-Expression** ● Regularly identifies a full range of emotions both positive and negative in self and others ● Regularly discusses and identifies the emotions of characters in books or the emotions depicted in photos ● Regularly reflects emotions in personal artwork ● Regularly reflects on personal experiences that evoked strong emotions ● With minimal verbal prompting, uses pretend/make-believe play to show the emotions (pretending to be scared when encountering a fake bug, pretending to cry when playing a baby in the housekeeping center, etc.) ● With verbal prompting and encouragement, shows understanding of how other people and their behaviors can influence emotions (positive and negative) (Example: Draws a picture for a friend that is sad, sees a peer playing alone and brings others over to play as a group)
Influences of Personal Traits on Life 16.1.PK.B **Recognize that everyone has personal traits which guide behavior and choices.** ● 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	**Social Emotional Development** Develops sense of self **Standard: Engages in self-awareness** ● With minimal verbal prompting, discuss personal preferences with peers or familiar adults ● With minimal verbal prompting, factors in personal thoughts/feelings/preferences when making choices for play and learning activities
Resiliency 16.1.PK.C **Recognize that everyone makes mistakes and that using positive coping skills can result in learning from the experience.** ● 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	Approaches to Play and Learning Attentiveness and Persistence Standard: Demonstrates self-control ● With verbal prompting and encouWith minimal verbal prompting, practices skills identified by an adult as needing improvement ragement, returns to preferred activity that was abandoned due to setbacks with the intention of improving skills that may have been the reason for the setback

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	● With verbal prompting and encouragement, returns to a non-preferred activity that was abandoned due to setbacks with the intention of improving skills that may have been the reason for the setback ● With verbal prompting and encouragement, begins to ask peers for assistance to improve personal skills
Goal Setting 16.1.PK.D **Establish goals independently and recognize their influence on choices.** ● Set and discuss goals for play and activities when asked	**Approaches to Play and Learning** Attentiveness and Persistence **Standard: Demonstrates initiative and self-direction** ● Sets goals, develops plans and executes plans with adult support
Standard 16.2 Establishing and Maintaining Relationships (5)	
Relationships 16.2.PK.A **Interact with peers and adults in a socially acceptable manner.** ● Engage in reciprocal conversation with familiar peer and adult ● 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	● Social Emotional Development ● Develops sense of self with others ● Standard: Develops relationship with peers ● Engages in increasingly more complex group games like tag, relay races, basketball, soccer, etc. ● Plays cooperatively with peers and works to accomplish one group goal (Examples: Works as a group to build a bridge out of blocks, works with a few peers to build a house out of legos, works with a small group to solve a science experiment) ● Regularly uses appropriate social cues (tapping on the shoulder, waiting for a group of peers to stop talking, asking to play a specific game, etc.) to obtain the attention of peers ● Regularly begins to make connections with classroom peers that have similar interests or similar personality traits ● May begin to identify one or two peers as a 'best friend' ● May begin to make cards or draw pictures for preferred peers ● Regularly shows an awareness of personal boundaries (Example: Identifies personal space on the carpet and identifies the spaces that belong to peers, makes sure body is safe and in personal space while participating in movement activities) ● Regularly respects peers' belongings (Example: Puts found water bottle back in a peers' cubby, Helps peer find

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	their painting on the drying rack before they go home)
Diversity 16.2. PK.B **Identify similarities and differences between self and others.** ● Understand that each person has a set of unique characteristics ● Make drawings of people, including self-portraits, 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 another ● Understand that the thoughts and feelings of others may differ from own ● Demonstrate respect for children's differences, including differences in thoughts and feelings	Cognitive Development-Social Studies Family and Culture **Standard: Demonstrates understanding of their family and an emerging awareness of their own culture and ethnicity** ● Regularly identifies own unique abilities and may begin to identify newly mastered abilities ● Regularly identifies the unique abilities of peers and may begin to identify peers' newly mastered abilities ● Shows an appreciation for the cultural and linguistic differences among peers (Example: learning different words for the same object, including all peers in play, etc.) during conversations and play ● Explore events/situations from another's perspective during conversations and play
Communication 16.2.PK.C **Engage in reciprocal communication with adults and peers.** ● 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	**Language and Emergent Literacy** Receptive Language **Standard: Listens for a variety of purposes and demonstrates comprehension** ● Engages in multiple back-and-forth communicative interactions with adults and peers for novel reasons or to reach a goal with minimal verbal prompting ● With minimal verbal prompting, appropriately gains the attention of adults and peers when engaging in purposeful communicative interactions ● With minimal verbal prompting, appropriately gains permission from adults and peers when engaging in purposeful communicative interactions ● With minimal verbal prompting, appropriately gains information/clarification from adults and peers when engaging in purposeful communicative interactions ● With minimal verbal prompting, initiates socially appropriate callings/greetings when interacting with adults and peers ● With minimal verbal prompting, utilizes socially appropriate ways to be assertive when engaging in communicative interactions with peers

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Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
Managing Interpersonal Conflicts 16.2. PK.D **Recognize that conflict occurs and distinguish between appropriate and inappropriate ways to resolve conflict. **See also 5.2.PK.B*** ● 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 (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	**Social Emotional Development** Develops sense of self with others **Develops relationship with adults** **Attempts to resolve peer conflicts using appropriate strategies and seeks adult help if the conflict is not resolved** ● Utilizes learned strategies to attempt to solve peer conflicts ● Seeks adult support to resolve peer conflicts if learned strategies were not effective ● May seek out adult or peers for additional strategies to resolve peer conflicts
Support: Asking for Help 16.2.PK.E **Ask for and accept offers of help when needed or appropriate.** ● 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")	**Social Emotional Development** Develops sense of self with others **Develops relationship with adults** **Seeks out adults for resources** ● Regularly seeks out a familiar adult to provide suggestions or resources when encountering challenging tasks or situations
Standard Area 16.3 Decision Making and Responsible Behavior (3)	
Decision Making Skills 16.3.PK.A **Interpret the consequences of choices.** ● 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	**Physical Development** Health and Wellness **Standard: Practices healthy and safe habits** ● Redirects a peer who is participating in an unsafe act in the classroom or on the playground by stating the established safety rules and providing an alternate safe option for the peer ● States the correct safety rules/laws enforced in the community (buckling seat belt, using a crosswalk, looking both ways before crossing a street, remaining seated on a moving bus) ● States natural consequences that result if participating unsafe acts or not following the established safety rules ● States adult established consequences that occur if participating unsafe acts or not following the established safety rules in the classroom or on the playground
Understanding Social Norms 16.3.PK.B **Recognize there are socially acceptable ways to behave in different places.** ● Make transitions between places and people with minimal distress	**Social Emotional Development** Self-Regulation Standard: Demonstrates self-control Manages transitions and adapts to changes in schedules and routines independently

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● Use inside voices while indoors and outside voices when outdoors ● Cooperate in both large and small group activities that are facilitated by adult ● Apply classroom rules to new situations ● Adjust to changes in routines and activities ● Follow rules and routines in classroom and other settings with reminders	● Consistently follows established classroom routines and provides personal suggestions for additions/changes to established classroom routines ● Consistently participates in established daily rituals and provides personal suggestions for additions/changes to established daily rituals ● Follows changes in routines or rituals with minimal resistance or need for adult redirection
Responsible Active Engagement 16.3.PK.C **Actively engage in assisting others when appropriate.** ● Respond with empathy to others who are upset ● Recognize when someone needs help and offer assistance ● Respect another's attempts to complete tasks independently	**Social Emotional Development** Sense of Self **Standard:Develops self-awareness** ● With minimal verbal prompting, uses mastered skills to support peers who are still developing skills (teaches a peer how to identify what shoe goes on what foot, gives peer tips on how to connect new building materials, **etc.)** ● Begins to help others without being asked (cleans up own center and moves on to help peers, cleans up a spill they didn't make, throws away trash found on the floor after lunch) **Standard:Engages in self-expression** ● With verbal prompting and encouragement, shows understanding of how other people and their behaviors can influence emotions (positive and negative) (Example: Draws a picture for a friend that is sad, sees a peer playing alone and brings others over to play as a group)