

# **Alignment of the New York State Prekindergarten Foundations for the Common Core With HighScope's Preschool Key Developmental Indicators**

The following chart shows how items from the **New York State Prekindergarten Foundations for the Common Core** (January 2011) correspond to items from HighScope's Preschool **Key Developmental Indicators (KDIs)** (March 2010).

The educational content of HighScope preschool programs is built around **58 Key Developmental Indicators (KDIs)**. The KDIs are early childhood milestones that guide teachers as they plan and assess learning experiences and interact with children to support learning. Each KDI is a statement that identifies an observable child behavior reflecting knowledge and skills in the areas of approaches to learning; social and emotional development; physical development and health; language, literacy, and communication; mathematics; creative arts; science and technology; and social studies.

<b><i>Approaches to Learning</i></b>	
<b>Approaches to Learning: Foundational Skills</b>	
<p><b>Engagement</b></p> <p>1. Actively and confidently engages in play as a means of exploration and learning.</p> <p>a) Interacts with a variety of materials through play.</p> <p>b) Participates in multiple play activities with same material.</p> <p>c) Engages in pretend and imaginative play — testing theories, acting out imagination.</p> <p>d) Self-selects play activity and demonstrates spontaneity.</p> <p>e) Uses “trial and error” method to figure out a task, problem, etc.</p> <p>f) Demonstrates awareness of connections between prior and new knowledge.</p> <p>2. Actively engages in problem solving.</p> <p>a) Identifies a problem and tries to solve it independently.</p> <p>b) Attempts multiple ways to solve a problem.</p> <p>c) Communicates more than one solution to a problem.</p>	<p><b>A. Approaches to Learning</b></p> <p>1. <b>Initiative:</b> Children demonstrate initiative as they explore their world.</p> <p><b>A. Approaches to Learning</b></p> <p>1. <b>Initiative:</b> Children demonstrate initiative as they explore their world.</p> <p><b>F. Creative Arts</b></p> <p>43. <b>Pretend play:</b> Children express and represent what they observe, think, imagine, and feel through pretend play.</p> <p><b>A. Approaches to Learning</b></p> <p>2. <b>Planning:</b> Children make plans and follow through on their intentions.</p> <p><b>A. Approaches to Learning</b></p> <p>4. <b>Problem solving:</b> Children solve problems encountered in play.</p> <p><b>A. Approaches to Learning</b></p> <p>6. <b>Reflection:</b> Children reflect on their experiences.</p> <p><b>A. Approaches to Learning</b></p> <p>4. <b>Problem solving:</b> Children solve problems encountered in play.</p> <p><b>A. Approaches to Learning</b></p> <p>4. <b>Problem solving:</b> Children solve problems encountered in play.</p> <p><b>A. Approaches to Learning</b></p> <p>4. <b>Problem solving:</b> Children solve problems encountered in play.</p> <p>5. <b>Use of resources:</b> Children gather information and formulate ideas about their world.</p> <p>6. <b>Reflection:</b> Children reflect on their experiences.</p>

<p>d) Engages with peers and adults to solve problems.</p>	<p><b>A. Approaches to Learning</b>  <b>4. Problem solving:</b> Children solve problems encountered in play.  <b>B. Social and Emotional Development</b>  <b>13. Cooperative play:</b> Children engage in cooperative play.</p>
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<p><b>Creativity and Imagination</b></p> <p><b>3.</b> Approaches tasks, activities and problems with creativity, imagination and/or willingness to try new experiences or activities.</p> <p>a) Chooses materials/props and uses novel ways to represent ideas, characters, and objects.</p> <p>b) Identifies additional materials to complete a task.</p> <p>c) Experiments and seeks additional clarity to further his/her knowledge.</p> <p>d) Seeks additional clarity to further his/her knowledge.</p> <p>e) Seeks out connections, relations and assistance from peers and adults to complete a task.</p> <p>f) Communicates more than one solution to a problem.</p>	<p><b>A. Approaches to Learning</b>  <b>2. Planning:</b> Children make plans and follow through on their intentions.</p> <p><b>A. Approaches to Learning</b>  <b>4. Problem solving:</b> Children solve problems encountered in play.  <b>5. Use of resources:</b> Children gather information and formulate ideas about their world</p> <p><b>G. Science and Technology</b>  <b>47. Experimenting:</b> Children experiment to test their ideas.</p> <p><b>G. Science and Technology</b>  <b>45. Observing:</b> Children observe the materials and processes in their environment.  <b>47. Experimenting:</b> Children experiment to test their ideas.</p> <p><b>B. Social and Emotional Development</b>  <b>12. Building relationships:</b> Children build relationships with other children and adults.</p> <p><b>A. Approaches to Learning</b>  <b>4. Problem solving:</b> Children solve problems encountered in play.</p>
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<p><b>Curiosity and Initiative</b></p> <p><b>4.</b> Exhibits curiosity, interest, and willingness in learning new things and having new experiences.</p> <p>a) Asks questions using who, what, how, why, when, where, what if.</p>	<p><b>A. Approaches to Learning</b>  <b>1. Initiative:</b> Children demonstrate initiative as they explore their world.  <b>5. Use of resources:</b> Children gather information and formulate ideas about their world.</p>
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**New York State Prekindergarten Foundations  
for the Common Core**

**Key Developmental Indicators**

<p>b) Expresses an interest in learning about and discussing a growing range of ideas.</p> <p>c) Actively explores how things in the world work.</p> <p>d) Investigates areas of interest.</p> <p>e) Takes objects and materials apart and attempts to reassemble them (e.g., puzzles, models, nuts and bolts).</p> <p>f) Seeks out activities and materials that support his/her curiosity.</p> <p>g) Willingly engages in new experiences and activities.</p>	<p><b>A. Approaches to Learning</b>  <b>1. Initiative:</b> Children demonstrate initiative as they explore their world.</p> <p><b>A. Approaches to Learning</b>  <b>5. Use of resources:</b> Children gather information and formulate ideas about their world.</p> <p><b>A. Approaches to Learning</b>  <b>2. Planning:</b> Children make plans and follow through on their intentions.</p> <p><b>A. Approaches to Learning</b>  <b>5. Use of resources:</b> Children gather information and formulate ideas about their world.</p> <p><b>A. Approaches to Learning</b>  <b>1. Initiative:</b> Children demonstrate initiative as they explore their world.  <b>2. Planning:</b> Children make plans and follow through on their intentions.</p> <p><b>A. Approaches to Learning</b>  <b>1. Initiative:</b> Children demonstrate initiative as they explore their world.  <b>3. Engagement:</b> Children focus on activities that interest them.</p>
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<p><b>Persistence</b></p> <p><b>5. Demonstrates persistence.</b></p> <p>a) Maintains focus on a task.</p> <p>b) Seeks assistance when the next step seems unclear or appears too difficult</p> <p>c) Modifies strategies used to complete a task.</p>	<p><b>A. Approaches to Learning</b>  <b>3. Engagement:</b> Children focus on activities that interest them.</p> <p><b>A. Approaches to Learning</b>  <b>4. Problem solving:</b> Children solve problems encountered in play.</p> <p><b>A. Approaches to Learning</b>  <b>4. Problem solving:</b> Children solve problems encountered in play.</p>
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<b><i>Physical Development and Health</i></b>	
<b>Physical Development and Health: Foundational Skills</b>	
<b><i>Physical Development</i></b>	
<p>1. Uses senses to assist and guide learning.</p> <p>a) Identifies sights, smells, sounds, tastes and textures.</p> <p>2. Uses sensory information to plan and carry out movements.</p> <p>a) Demonstrates appropriate body awareness when moving in different spaces.</p> <p>b) Exhibits appropriate body movements when carrying out a task.</p> <p>c) Demonstrates awareness of spatial boundaries and the ability to work within them.</p> <p>3. Demonstrates coordination and control of large muscles.</p> <p>b) Maintains balance during sitting, standing, and movement activities.</p> <p>c) Runs, jumps, walks in a straight line, and hops on one foot.</p> <p>d) Climbs stairs using alternating feet.</p> <p>e) Puts on age appropriate clothing items, such as shirts, jackets, pants, shoes, etc.</p>	<p><b><i>A. Approaches to Learning</i></b></p> <p><b>5. Use of resources:</b> Children gather information and formulate ideas about their world.</p> <p><b><i>C. Physical Development and Health</i></b></p> <p><b>18. Body awareness:</b> Children know about their bodies and how to navigate them in space.</p> <p><b><i>C. Physical Development and Health</i></b></p> <p><b>18. Body awareness:</b> Children know about their bodies and how to navigate them in space.</p> <p><b><i>C. Physical Development and Health</i></b></p> <p><b>18. Body awareness:</b> Children know about their bodies and how to navigate them in space.</p> <p><b><i>C. Physical Development and Health</i></b></p> <p><b>16. Gross-motor skills:</b> Children demonstrate strength, flexibility, balance, and timing in using their large muscles.</p> <p><b><i>C. Physical Development and Health</i></b></p> <p><b>16. Gross-motor skills:</b> Children demonstrate strength, flexibility, balance, and timing in using their large muscles.</p> <p><b><i>C. Physical Development and Health</i></b></p> <p><b>16. Gross-motor skills:</b> Children demonstrate strength, flexibility, balance, and timing in using their large muscles.</p> <p><b><i>C. Physical Development and Health</i></b></p> <p><b>19. Personal Care:</b> Children carry our personal care routines on their own.</p>

<p><b>4.</b> Combines a sequence of large motor skills with and without the use of equipment.</p> <p>a) Navigates age appropriate playground equipment.</p> <p>b) Peddles a tricycle.</p> <p>c) Throws, catches or kicks a large, light-weight ball (8"–10").</p> <p>d) Participates in a series of large motor movements or activities such as, dancing, follow the leader, or Simon Says.</p> <p><b>5.</b> Demonstrates eye-hand coordination and dexterity needed to manipulate objects.</p> <p>a) Uses pincher grasp (index finger and thumb).</p> <p>b) Demonstrates ability to engage in finger plays.</p> <p>c) Uses materials such as pencils, paint brushes, eating utensils and blunt scissors effectively.</p> <p>d) Manipulates small objects with ease (fits objects into holes, strings wooden beads, stacks mini blocks, uses geo boards, etc.).</p>	<p><b>C. Physical Development and Health</b> <b>16. Gross-motor skills:</b> Children demonstrate strength, flexibility, balance, and timing in using their large muscles.</p> <p><b>C. Physical Development and Health</b> <b>16. Gross-motor skills:</b> Children demonstrate strength, flexibility, balance, and timing in using their large muscles.</p> <p><b>C. Physical Development and Health</b> <b>16. Gross-motor skills:</b> Children demonstrate strength, flexibility, balance, and timing in using their large muscles.</p> <p><b>C. Physical Development and Health</b> <b>16. Gross-motor skills:</b> Children demonstrate strength, flexibility, balance, and timing in using their large muscles.</p> <p><b>F. Creative Arts</b> <b>42. Movement:</b> Children express and represent what they observe, think, imagine, and feel through movement.</p> <p><b>C. Physical Development and Health</b> <b>17. Fine-motor skills:</b> Children demonstrate dexterity and hand-eye coordination in using their small muscles.</p> <p><b>C. Physical Development and Health</b> <b>17. Fine-motor skills:</b> Children demonstrate dexterity and hand-eye coordination in using their small muscles.</p> <p><b>C. Physical Development and Health</b> <b>17. Fine-motor skills:</b> Children demonstrate dexterity and hand-eye coordination in using their small muscles. <b>19. Personal Care:</b> Children carry out personal care routines on their own.</p> <p><b>C. Physical Development and Health</b> <b>17. Fine-motor skills:</b> Children demonstrate dexterity and hand-eye coordination in using their small muscles.</p>
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<p>e) Uses buttons, zippers, snaps, and hook and loop tape successfully.</p>	<p><b>C. Physical Development and Health</b>  <b>17. Fine-motor skills:</b> Children demonstrate dexterity and hand-eye coordination in using their small muscles.  <b>19. Personal Care:</b> Children carry out personal care routines on their own.</p>
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<p><b>Physical Fitness</b></p> <p><b>6. Engages in a variety of physical fitness activities.</b></p> <p>a) Engages in large motor activities, (e.g., marching, hopping, running, jumping, dancing) in increasingly longer periods of time as skill and endurance develops.</p> <p>b) Explores, practices, and performs skill sets: throwing, pushing, pulling, catching, balancing, etc.</p> <p>c) Participates in activities designed to strengthen major muscle groups.</p> <p>d) Participates in activities to promote balance and flexibility.</p>	<p><b>C. Physical Development and Health</b>  <b>16. Gross-motor skills:</b> Children demonstrate strength, flexibility, balance, and timing in using their large muscles.</p> <p><b>C. Physical Development and Health</b>  <b>16. Gross-motor skills:</b> Children demonstrate strength, flexibility, balance, and timing in using their large muscles.</p> <p><b>C. Physical Development and Health</b>  <b>16. Gross-motor skills:</b> Children demonstrate strength, flexibility, balance, and timing in using their large muscles.  <b>20. Healthy behavior:</b> Children engage in healthy practices.</p> <p><b>C. Physical Development and Health</b>  <b>16. Gross-motor skills:</b> Children demonstrate strength, flexibility, balance, and timing in using their large muscles.</p>
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<p><b>Health and Well Being</b></p> <p><b>7. Demonstrates personal care and hygiene skills.</b></p> <p>a) Demonstrates growing independence in using basic personal hygiene skills (e.g., washing hands, brushing teeth, toileting, etc.)</p> <p>b) Exhibits self-help skills when dressing, cleaning up, participating in meals, etc.</p> <p>c) Recognizes and communicates when experiencing symptoms of illness.</p> <p><b>8. Demonstrates awareness and understanding of healthy habits.</b></p> <p>a) Recognizes the importance of good nutrition, water, rest and sleep in order to be healthy.</p>	<p><b>C. Physical Development and Health</b>  <b>19. Personal Care:</b> Children carry out personal care routines on their own.</p> <p><b>C. Physical Development and Health</b>  <b>19. Personal Care:</b> Children carry out personal care routines on their own.</p> <p><b>C. Physical Development and Health</b>  <b>20. Healthy behavior:</b> Children engage in healthy practices.</p> <p><b>C. Physical Development and Health</b>  <b>20. Healthy behavior:</b> Children engage in healthy practices.</p>
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<p>b) Talks about food choices in relationship to allergies and overall health.</p> <p>c) Relates healthy behaviors to good personal health (milk for strong bones, spinach for strong muscles).</p>	<p><b>C. Physical Development and Health</b> <b>20. Healthy behavior:</b> Children engage in healthy practices.</p> <p><b>C. Physical Development and Health</b> <b>20. Healthy behavior:</b> Children engage in healthy practices.</p>
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<p><b>Health and Safety</b></p> <p><b>9.</b> Demonstrates awareness and understanding of safety rules.</p> <p>a) Verbalizes and demonstrates safety rules such as, hold an adult’s hand when walking on sidewalks or near a street.</p> <p>c) Understands that some practices could be unsafe (e.g., playing with matches, playing near a busy street, not wearing a bike helmet).</p> <p>d) Demonstrates knowledge of bus safety (e.g., crosses in front of the bus after the driver signals, wears seatbelt).</p> <p>e) Participates in fire evacuation drills, understands what the alarm bell is and the need to go to a safe location, etc.</p> <p>f) Explains how to get help in emergency situations.</p>	<p><b>C. Physical Development and Health</b> <b>20. Healthy behavior:</b> Children engage in healthy practices.</p> <p><b>C. Physical Development and Health</b> <b>20. Healthy behavior:</b> Children engage in healthy practices.</p> <p><b>C. Physical Development and Health</b> <b>20. Healthy behavior:</b> Children engage in healthy practices.</p> <p><b>C. Physical Development and Health</b> <b>20. Healthy behavior:</b> Children engage in healthy practices.</p> <p><b>C. Physical Development and Health</b> <b>20. Healthy behavior:</b> Children engage in healthy practices.</p> <p><b>C. Physical Development and Health</b> <b>20. Healthy behavior:</b> Children engage in healthy practices.</p>
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<p><b>Social and Emotional Development</b></p>	
<p><b>Social and Emotional Development: Foundational Skills</b></p>	
<p><b>Self Concept and Self Awareness</b></p> <p><b>1.</b> Recognizes himself/herself as a unique individuals having his/her own abilities, characteristics, feelings and interests.</p> <p>a) Describes himself/herself using several different characteristics.</p>	

**B. Social and Emotional Development**  
**7. Self-Identity:** Children have a positive self-identity.



<p>b) Identifies self as being part of a family and identifies being connected to at least one significant adult.</p> <p>c) Demonstrates knowledge of his/her own uniqueness (talent, interests, preferences, gender, culture, etc.).</p> <p>d) Exhibits self-confidence by attempting new tasks independent of prompting or reinforcement.</p> <p>e) Compares and/or contrasts self to others (e.g., physical characteristics, preferences, feelings, abilities).</p> <p>f) Identifies the range of feelings he/she experiences, and that his/her feelings may change over time, as the environment changes, and in response to the behavior of others.</p> <p>g) Displays accomplishment, contentment, and acknowledgement when completing a task or solving a problem by himself/herself (e.g., wants to show a peer or adult).</p>	<p><b>B. Social and Emotional Development</b> <b>7. Self-Identity:</b> Children have a positive self-identity.</p> <p><b>H. Social Studies</b> <b>53. Diversity:</b> Children understand that people have diverse characteristics, interests, and abilities.</p> <p><b>B. Social and Emotional Development</b> <b>7. Self-Identity:</b> Children have a positive self-identity.</p> <p><b>B. Social and Emotional Development</b> <b>7. Self-Identity:</b> Children have a positive self-identity. <b>8. Sense of competence:</b> Children feel they are competent.</p> <p><b>H. Social Studies</b> <b>53. Diversity:</b> Children understand that people have diverse characteristics, interests, and abilities.</p> <p><b>B. Social and Emotional Development</b> <b>9. Emotions:</b> Children recognize, label, and regulate their feelings.</p> <p><b>B. Social and Emotional Development</b> <b>8. Sense of competence:</b> Children feel they are competent. <b>9. Emotions:</b> Children recognize, label, and regulate their feelings.</p>
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<p><b>Self Regulation</b></p> <p><b>2.</b> Regulates his/her responses to needs, feelings and events.</p> <p>a) Expresses feelings, needs, opinions and desires in a way that is appropriate to the situation.</p> <p>b) Appropriately names types of emotions (e.g., frustrated, happy, excited, sad) and associates them with different facial expressions, words and behaviors.</p> <p>c) Demonstrates an ability to independently modify their behavior in different situations.</p>	<p><b>B. Social and Emotional Development</b> <b>9. Emotions:</b> Children recognize, label, and regulate their feelings.</p> <p><b>B. Social and Emotional Development</b> <b>9. Emotions:</b> Children recognize, label, and regulate their feelings.</p> <p><b>B. Social and Emotional Development</b> <b>9. Emotions:</b> Children recognize, label, and regulate their feelings.</p>
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<p><b>Relationships with Others</b></p> <p><b>3.</b> Demonstrates and continues to develop positive relationships with significant adults (primary caregivers, teachers and other familiar adults).</p> <p style="padding-left: 20px;">a) Interacts with significant adults.</p> <p style="padding-left: 20px;">b) Seeks guidance from primary caregivers, teachers and other familiar adults.</p> <p style="padding-left: 20px;">c) Transitions into unfamiliar setting with the assistance of familiar adults.</p> <p><b>4.</b> Develops positive relationships with their peers.</p> <p style="padding-left: 20px;">a) Approaches children already engaged in play.</p> <p style="padding-left: 20px;">b) Interacts with other children (e.g., in play, conversation, etc.).</p> <p style="padding-left: 20px;">c) Shares materials and toys with other children.</p> <p style="padding-left: 20px;">d) Sustains interactions by cooperating, helping, and suggesting new ideas for play.</p> <p style="padding-left: 20px;">e) Develops close friendship with one or more peers.</p> <p style="padding-left: 20px;">f) Offers support to another child or shows concern when a peer seems distressed.</p> <p><b>5.</b> Demonstrates pro-social problem solving skills in social interactions.</p> <p style="padding-left: 20px;">a) Seeks input from others about a problem.</p>	<p><b>B. Social and Emotional Development</b></p> <p><b>12. Building relationships:</b> Children build relationships with other children and adults.</p> <p><b>B. Social and Emotional Development</b></p> <p><b>12. Building relationships:</b> Children build relationships with other children and adults.</p> <p><b>B. Social and Emotional Development</b></p> <p><b>12. Building relationships:</b> Children build relationships with other children and adults.</p> <p><b>B. Social and Emotional Development</b></p> <p><b>13. Cooperative play:</b> Children engage in cooperative play.</p> <p><b>B. Social and Emotional Development</b></p> <p><b>12. Building relationships:</b> Children build relationships with other children and adults.</p> <p><b>13. Cooperative play:</b> Children engage in cooperative play.</p> <p><b>B. Social and Emotional Development</b></p> <p><b>13. Cooperative play:</b> Children engage in cooperative play.</p> <p><b>B. Social and Emotional Development</b></p> <p><b>13. Cooperative play:</b> Children engage in cooperative play.</p> <p><b>B. Social and Emotional Development</b></p> <p><b>12. Building relationships:</b> Children build relationships with other children and adults.</p> <p><b>B. Social and Emotional Development</b></p> <p><b>10. Empathy:</b> Children demonstrate empathy toward others.</p> <p><b>B. Social and Emotional Development</b></p> <p><b>15. Conflict resolution:</b> Children resolve social conflicts.</p>
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**New York State Prekindergarten Foundations  
for the Common Core**

**Key Developmental Indicators**

<p>b) Uses multiple pro-social strategies to resolve conflicts (e.g., trade, take turns, problem solve).</p> <p>c) Uses and accepts compromise, with assistance.</p>	<p><b>B. Social and Emotional Development</b> <b>15. Conflict resolution:</b> Children resolve social conflicts.</p> <p><b>B. Social and Emotional Development</b> <b>15. Conflict resolution:</b> Children resolve social conflicts.</p>
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<p><b>Accountability</b></p> <p><b>6.</b> Understands and follows routines and rules.</p> <p>a) Displays an understanding of the purpose of rules.</p> <p>b) Engages easily in routine activities (e.g., story time, snack time, circle time).</p> <p>c) Uses materials purposefully, safely and respectfully as set by group rules.</p> <p>e) Applies rules in new, but similar situations.</p> <p>f) Demonstrates the ability to create new rules for different situations.</p>	<p><b>B. Social and Emotional Development</b> <b>11. Community:</b> Children participate in the community of the classroom.</p> <p><b>B. Social and Emotional Development</b> <b>11. Community:</b> Children participate in the community of the classroom.</p> <p><b>B. Social and Emotional Development</b> <b>11. Community:</b> Children participate in the community of the classroom.</p> <p><b>B. Social and Emotional Development</b> <b>11. Community:</b> Children participate in the community of the classroom.</p> <p><b>B. Social and Emotional Development</b> <b>11. Community:</b> Children participate in the community of the classroom.</p> <p><b>B. Social and Emotional Development</b> <b>11. Community:</b> Children participate in the community of the classroom.</p>
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<p><b>Adaptability</b></p> <p><b>7.</b> Adapts to change.</p> <p>b) Transitions with minimal support between routine activities and new/unexpected occurrences.</p>	<p><b>B. Social and Emotional Development</b> <b>11. Community:</b> Children participate in the community of the classroom.</p>
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<p><b>Communication, Language, and Literacy</b></p> <p><b>Part A: Approaches to Communication</b></p> <p><b>Motivation</b></p> <p><b>1.</b> Demonstrate that they are motivated to communicate.</p>	
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<p>a) Participates in small or large group activities for storytelling, singing or finger plays.</p> <p>b) Asks questions.</p> <p>c) Listens attentively for a variety of purposes (e.g., for enjoyment; to gain information; to perform a task; to learn what happened; to follow directions).</p> <p>d) Initiates conversations, both verbally and nonverbally, about thing around them.</p> <p>e) Nods or gives non verbal cues that he is understanding.</p> <p>g) Makes choices about how to communicate the ideas he wants to share (e.g., gestures, scribbles, sign language, speaking).</p>	<p><b>F. Creative Arts</b>  <b>41. Music:</b> Children express and represent what they observe, think, imagine, and feel through music.</p> <p><b>D. Language, Literacy, and Communication</b>  <b>21. Comprehension:</b> Children understand language.  <b>22. Speaking:</b> Children express themselves using language.</p> <p><b>A. Approaches to Learning</b>  <b>5. Use of resources:</b> Children gather information and formulate ideas about their world.</p> <p><b>D. Language, Literacy, and Communication</b>  <b>21. Comprehension:</b> Children understand language.</p> <p><b>D. Language, Literacy, and Communication</b>  <b>21. Comprehension:</b> Children understand language.  <b>22. Speaking:</b> Children express themselves using language.</p> <p><b>D. Language, Literacy, and Communication</b>  <b>21. Comprehension:</b> Children understand language.</p> <p><b>D. Language, Literacy, and Communication</b>  <b>21. Comprehension:</b> Children understand language.  <b>22. Speaking:</b> Children express themselves using language.  <b>30. ELL/Dual language acquisition:</b> Children use English and their home language(s) (including sign language).</p>
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<p><b>Background Knowledge</b></p> <p><b>2.</b> Demonstrates he/she is building background knowledge.</p> <p>a) Asks questions related to a particular item, event or experience.</p> <p>b) Correctly identifies meanings of words in read alouds, in conversation, and in the descriptions of everyday items in the world around them.</p>	<p><b>A. Approaches to Learning</b>  <b>5. Use of resources:</b> Children gather information and formulate ideas about their world.</p> <p><b>D. Language, Literacy, and Communication</b>  <b>23. Vocabulary:</b> Children understand and use a variety of words and phrases.</p>
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<p>c) Uses new vocabulary correctly.</p>	<p><b>D. Language, Literacy, and Communication</b> <b>23. Vocabulary:</b> Children understand and use a variety of words and phrases.</p>
<p><b>Viewing</b></p> <p><b>3.</b> Demonstrates that he/she understand what they observe.</p> <p>a) Uses vocabulary relevant to observations.</p> <p>b) Identifies emotions by observing faces in pictures and faces of peers and adults.</p> <p>c) Asks questions related to visual text and observations.</p> <p>d) Makes inferences and draw conclusions based on information from visual text.</p>	<p><b>D. Language, Literacy, and Communication</b> <b>23. Vocabulary:</b> Children understand and use a variety of words and phrases.</p> <p><b>B. Social and Emotional Development</b> <b>9. Emotions:</b> Children recognize, label, and regulate their feelings.</p> <p><b>A. Approaches to Learning</b> <b>5. Use of resources:</b> Children gather information and formulate ideas about their world.</p> <p><b>D. Language, Literacy, and Communication</b> <b>21. Comprehension:</b> Children understand language.</p> <p><b>A. Approaches to Learning</b> <b>6. Reflection:</b> Children reflect on their experiences.</p> <p><b>D. Language, Literacy, and Communication</b> <b>21. Comprehension:</b> Children understand language.</p>
<p><b>Representing</b></p> <p><b>4.</b> Demonstrates his/her ability to express ideas using a variety of methods.</p> <p>a) Uses facial expressions, body language, gestures, and sign language to express ideas.</p> <p>b) Uses existing objects to represent desired or imagined objects in play or other purposeful way (e.g., plastic banana for a telephone).</p> <p>d) Reviews and reflects on his/her own representations.</p>	<p><b>D. Language, Literacy, and Communication</b> <b>21. Comprehension:</b> Children understand language.</p> <p><b>30. ELL/Dual Language Acquisition:</b> Children use English and their home language(s) (including sign language).</p> <p><b>F. Creative Arts</b> <b>43. Pretend Play:</b> Children express and represent what they observe, think, imagine, and feel through pretend play.</p> <p><b>A. Approaches to Learning</b> <b>6. Reflection:</b> Children reflect on their experiences.</p>

<p>e) Writes and draws spontaneously to communicate meaning with peers or adults during play.</p>	<p><b>D. Language, Literacy, and Communication</b> <b>29. Writing:</b> Children write for many different purposes.</p> <p><b>F. Creative Arts</b> <b>40. Art:</b> Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.</p>
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<p><b>Vocabulary</b></p> <p><b>5. Demonstrates a growing receptive vocabulary.</b></p> <p>a) Understands and follows spoken directions.</p> <p>b) Identifies pictures related to words (show me the white dog).</p> <p>c) Responds/reacts to questions/comments indicating he understands meaning (e.g., body language, gestures, facial expressions, and words).</p> <p>d) Identifies meanings of words used in read-alouds, in conversation and in descriptions of everyday items in the world around him.</p> <p><b>6. Demonstrates a growing expressive vocabulary.</b></p> <p>a) Uses facial expressions, body language, gestures, and sign language to engage in reciprocal conversation.</p> <p>b) Uses more complex words in conversation.</p> <p>c) Makes use of new and rare words introduced by adults or peers.</p> <p>d) Correctly names picture when asked, “What is this?”</p> <p>f) Initiates conversations about a book, situation, event or print in the environment.</p>	<p><b>D. Language, Literacy, and Communication</b> <b>21. Comprehension:</b> Children understand language.</p> <p><b>D. Language, Literacy, and Communication</b> <b>28. Book knowledge:</b> Children demonstrate knowledge about books.</p> <p><b>D. Language, Literacy, and Communication</b> <b>21. Comprehension:</b> Children understand language.</p> <p><b>D. Language, Literacy, and Communication</b> <b>23. Vocabulary:</b> Children understand and use a variety of words and phrases.</p> <p><b>D. Language, Literacy, and Communication</b> <b>21. Comprehension:</b> Children understand language.</p> <p><b>30. ELL/Dual Language Acquisition:</b> Children use English and their home language(s) (including sign language).</p> <p><b>D. Language, Literacy, and Communication</b> <b>23. Vocabulary:</b> Children understand and use a variety of words and phrases.</p> <p><b>D. Language, Literacy, and Communication</b> <b>23. Vocabulary:</b> Children understand and use a variety of words and phrases.</p> <p><b>D. Language, Literacy, and Communication</b> <b>23. Vocabulary:</b> Children understand and use a variety of words and phrases.</p> <p><b>D. Language, Literacy, and Communication</b> <b>21. Comprehension:</b> Children understand language.</p>
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<p><b>Part B: English Language Arts and Literacy</b></p>	<p><b><i>D. Language, Literacy, and Communication</i></b>  <b>26. Reading:</b> Children read for pleasure and information.</p>
<p><b>Reading Standards for Literature</b></p>	
<p><b>Key Ideas and Details</b>  <b>2.</b> With prompting and support, retell familiar stories.</p>	
<p><b>Craft and Structure</b>  <b>4.</b> Exhibit curiosity and interest in learning new vocabulary (e.g., ask questions about unfamiliar vocabulary).   <b>5.</b> Students interact with a variety of common types of texts (e.g., storybooks, poems, songs).</p>	<p><b><i>D. Language, Literacy, and Communication</i></b>  <b>23. Vocabulary:</b> Children understand and use a variety of words and phrases.   <b><i>D. Language, Literacy, and Communication</i></b>  <b>26. Reading:</b> Children read for pleasure and information.</p>
<p><b>Range of Reading and Level of Text Complexity</b>  <b>10.</b> Actively engage in group reading activities with purpose and understanding.</p>	<p><b><i>D. Language, Literacy, and Communication</i></b>  <b>26. Reading:</b> Children read for pleasure and information.</p>
<p><b>Reading Standards for Informational Text</b></p>	<p><b><i>D. Language, Literacy, and Communication</i></b>  <b>26. Reading:</b> Children read for pleasure and information.</p>
<p><b>Key Ideas and Details</b>  <b>2.</b> With prompting and support, retell detail(s) in a text.</p>	
<p><b>Craft and Structure</b>  <b>4.</b> Exhibit curiosity and interest in learning new vocabulary (e.g., ask questions about unfamiliar vocabulary).   <b>5.</b> Identify the front cover, back cover; displays correct orientation of book, page turning skills.</p>	<p><b><i>D. Language, Literacy, and Communication</i></b>  <b>23. Vocabulary:</b> Children understand and use a variety of words and phrases.   <b><i>D. Language, Literacy, and Communication</i></b>  <b>28. Book knowledge:</b> Children demonstrate knowledge about books.</p>
<p><b>Range of Reading and Level of Text Complexity</b>  <b>10.</b> With prompting and support, actively engage in group reading activities with purpose and understanding.</p>	<p><b><i>D. Language, Literacy, and Communication</i></b>  <b>26. Reading:</b> Children read for pleasure and information.</p>

Reading Standards: Foundational Skills	
<p><b>Print Concepts</b></p> <p>1. Demonstrate understanding of the organization and basic features of print.</p> <p>a) Follow words from left to right, top to bottom, and page by page.</p> <p>b) Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>c) Understand that words are separated by spaces in print.</p> <p>d) Recognize and name some upper/lowercase letters of the alphabet, especially those in own name.</p> <p>e) Recognize that letters are grouped to form words.</p> <p>f) Differentiate letters from numerals.</p>	<p><b>D. Language, Literacy, and Communication</b> <b>27. Concept about print:</b> Children demonstrate knowledge about environmental print.</p> <p><b>D. Language, Literacy, and Communication</b> <b>27. Concept about print:</b> Children demonstrate knowledge about environmental print.</p> <p><b>D. Language, Literacy, and Communication</b> <b>27. Concept about print:</b> Children demonstrate knowledge about environmental print.</p> <p><b>D. Language, Literacy, and Communication</b> <b>25. Alphabetic knowledge:</b> Children identify letter names and their sounds.</p> <p><b>D. Language, Literacy, and Communication</b> <b>27. Concept about print:</b> Children demonstrate knowledge about environmental print.</p> <p><b>D. Language, Literacy, and Communication</b> <b>25. Alphabetic knowledge:</b> Children identify letter names and their sounds.</p> <p><b>E. Mathematics</b> <b>31. Number words and symbols:</b> Children recognize and use number words and symbols.</p>

<p><b>Phonological Awareness</b></p> <p>2. Demonstrate an emerging understanding of spoken words, syllables and sounds (phonemes).</p> <p>a) Engage in language play (e.g., alliterative language, rhyming, sound patterns).</p> <p>b) Recognize and match words that rhyme.</p> <p>c) Demonstrate awareness of relationship between sounds and letters.</p>	<p><b>D. Language, Literacy, and Communication</b> <b>24. Phonological awareness:</b> Children identify distinct sounds in spoken language.</p> <p><b>D. Language, Literacy, and Communication</b> <b>24. Phonological awareness:</b> Children identify distinct sounds in spoken language.</p> <p><b>D. Language, Literacy, and Communication</b> <b>25. Alphabetic knowledge:</b> Children identify letter names and their sounds.</p>
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<p>d) With support and prompting, isolate and pronounce the initial sounds in words.</p>	<p><b>D. Language, Literacy, and Communication</b>  <b>24. Phonological awareness:</b> Children identify distinct sounds in spoken language.  <b>25. Alphabetic knowledge:</b> Children identify letter names and their sounds.</p>
<p><b>Phonics and Word Recognition</b>  <b>3. Demonstrate emergent phonics and word analysis skills.</b>  a) With prompting and support, demonstrate one-to-one letter-sound correspondence by producing the primary sound of some consonants.   b) Recognizes own name and common signs and labels in the environment.</p>	<p><b>D. Language, Literacy, and Communication</b>  <b>25. Alphabetic knowledge:</b> Children identify letter names and their sounds.   <b>D. Language, Literacy, and Communication</b>  <b>27. Concepts about print:</b> Children demonstrate knowledge about environmental print.</p>
<p><b>Fluency</b>  <b>4. Displays emergent reading behaviors with purpose and understanding (e.g., pretend reading).</b></p>	<p><b>D. Language, Literacy, and Communication</b>  <b>26. Reading:</b> Children read for pleasure and information.  <b>27. Concepts about print:</b> Children demonstrate knowledge about environmental print.</p>
<p><b>Writing Standards</b>  <b>Text Types and Purposes</b>  <b>1.</b> With prompting and support, use a combination of drawing, dictating, or writing to express an opinion about a book or topic (e.g., I like.... because...)   <b>2.</b> With prompting and support, use a combination of drawing, dictating, or writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.   <b>3.</b> With prompting and support, use a combination of drawing, dictating, or writing to narrate a single event and provide a reaction to what happened.</p>	<p><b>D. Language, Literacy, and Communication</b>  <b>29. Writing:</b> children write for many different purposes.  <b>E. Creative Arts</b>  <b>40. Art:</b> Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.   <b>D. Language, Literacy, and Communication</b>  <b>29. Writing:</b> children write for many different purposes.   <b>D. Language, Literacy, and Communication</b>  <b>29. Writing:</b> children write for many different purposes.  <b>E. Creative Arts</b>  <b>40. Art:</b> Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.</p>

<p><b>Speaking and Listening Standards</b></p> <p><b>Comprehension and Collaboration</b></p> <p>1. With guidance and support, participate in collaborative conversations with diverse partners about <i>pre-kindergarten topics and texts</i> with peers and adults in small and large groups.</p> <p>b) Engage in extended conversations.</p> <p>c) Communicate with individuals from different cultural backgrounds.</p> <p>2. With guidance and support, confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>3. With guidance and support, ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p><b>D. Language, Literacy, and Communication</b></p> <p><b>21. Comprehension:</b> Children understand language.</p> <p><b>22. Speaking:</b> Children express themselves using language.</p> <p><b>B. Social and Emotional Development</b></p> <p><b>11. Community:</b> Children participate in the community of the classroom.</p> <p><b>12. Building relationships:</b> Children build relationships with other children and adults.</p> <p><b>D. Language, Literacy, and Communication</b></p> <p><b>21. Comprehension:</b> Children understand language.</p> <p><b>22. Speaking:</b> Children express themselves using language.</p> <p><b>D. Language, Literacy, and Communication</b></p> <p><b>21. Comprehension:</b> Children understand language.</p> <p><b>D. Language, Literacy, and Communication</b></p> <p><b>21. Comprehension:</b> Children understand language.</p>
<p><b>Presentation of Knowledge and Ideas</b></p> <p>4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>6. Demonstrate an emergent ability to express thoughts, feelings and ideas.</p>	<p><b>D. Language, Literacy, and Communication</b></p> <p><b>21. Comprehension:</b> Children understand language.</p> <p><b>D. Language, Literacy, and Communication</b></p> <p><b>21. Comprehension:</b> Children understand language.</p> <p><b>E. Creative Arts</b></p> <p><b>40. Art:</b> Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.</p> <p><b>D. Language, Literacy, and Communication</b></p> <p><b>21. Comprehension:</b> Children understand language.</p> <p><b>22. Speaking:</b> Children express themselves using language.</p>

<p><b>Language Standards</b></p> <p><b>Conventions of Standard English</b></p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a) Print some upper- and lower-case letters (e.g., letters in their name).</p> <p>b) Use frequently occurring nouns and verbs (orally).</p> <p>c) With guidance and support, form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs, wish, wishes</i>).</p> <p>d) Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</p> <p>e) In speech, use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</p> <p>f) With guidance and support, produce and expand complete sentences in shared language activities.</p> <p>2. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>b) Attempt to write a letter or letters to represent a word.</p> <p>c) With guidance and support, attempt to spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	<p><b>D. Language, Literacy, and Communication</b> <b>29. Writing:</b> Children write for many different purposes.</p> <p><b>D. Language, Literacy, and Communication</b> <b>23. Vocabulary:</b> Children understand and use a variety of words and phrases.</p> <p><b>D. Language, Literacy, and Communication</b> <b>23. Vocabulary:</b> Children understand and use a variety of words and phrases.</p> <p><b>D. Language, Literacy, and Communication</b> <b>23. Vocabulary:</b> Children understand and use a variety of words and phrases.</p> <p><b>D. Language, Literacy, and Communication</b> <b>23. Vocabulary:</b> Children understand and use a variety of words and phrases.</p> <p><b>D. Language, Literacy, and Communication</b> <b>22. Speaking:</b> Children express themselves using language. <b>23. Vocabulary:</b> Children understand and use a variety of words and phrases.</p> <p><b>D. Language, Literacy, and Communication</b> <b>29. Writing:</b> Children write for many different purposes.</p> <p><b>D. Language, Literacy, and Communication</b> <b>29. Writing:</b> Children write for many different purposes.</p>
<p><b>Knowledge of Language</b></p> <p>3. Use knowledge of language and how language functions in different contexts.</p>	<p><b>D. Language, Literacy, and Communication</b> <b>21. Comprehension:</b> Children understand language.</p>

<p><b>Vocabulary Acquisition and Use</b></p> <p>4. Determine or clarify the meaning or unknown and multiple-meaning words and phrases based on <i>pre-kindergarten reading and content</i>.</p> <p>a) Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and leaning the verb <i>to duck</i>).</p> <p>5. With guidance and support, explore word relationships and nuances in word meanings.</p> <p>a) Sort common objects into categories (e.g., shapes, foods) for understanding of the concepts the categories represent.</p> <p>b) Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (e.g., up, down, stop, go, in, out).</p> <p>c) Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).</p> <p>d) Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.</p> <p>6. With prompting and support, use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p><b>D. Language, Literacy, and Communication</b> <b>23. Vocabulary:</b> Children understand and use a variety of words and phrases.</p> <p><b>G. Science and Technology</b> <b>46. Classifying:</b> Children classify materials, actions, people, and events.</p> <p><b>D. Language, Literacy, and Communication</b> <b>23. Vocabulary:</b> Children understand and use a variety of words and phrases.</p> <p><b>D. Language, Literacy, and Communication</b> <b>23. Vocabulary:</b> Children understand and use a variety of words and phrases.</p> <p><b>D. Language, Literacy, and Communication</b> <b>23. Vocabulary:</b> Children understand and use a variety of words and phrases.</p> <p><b>D. Language, Literacy, and Communication</b> <b>23. Vocabulary:</b> Children understand and use a variety of words and phrases.</p>
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<p><b>Cognition and Knowledge of the World</b></p>	
<p><b>Mathematics</b></p>	
<p><b>Mathematical Practices</b></p> <p>a) Make sense of problems and persevere in solving them.</p> <p>b) Reason abstractly and quantitatively.</p>	<p><b>A. Approaches to Learning</b> <b>4. Problem Solving:</b> Children solve problems encountered in play.</p> <p><b>E. Mathematics</b> <b>39. Data analysis:</b> children use information about quantity to draw conclusions, make decisions, and solve problems.</p>

<p>c) Construct viable arguments and critique the reasoning of others.</p> <p>e) Use appropriate tools strategically.</p>	<p><b>G. Science and Technology</b>  <b>45. Observing:</b> Children observe the materials and processes in their environment.</p> <p><b>G. Science and Technology</b>  <b>47. Experimenting:</b> Children experiment to test their ideas.</p> <p><b>48. Predicting:</b> Children predict what they expect will happen.</p> <p><b>G. Science and Technology</b>  <b>52. Tools and technology:</b> Children explore and use tools and technology.</p>
<p><b>Overview</b></p> <p><b>Counting and Cardinality</b></p> <ul style="list-style-type: none"> <li>• Know number names and the count sequence.</li> <li>• Count to tell the number of objects.</li> <li>• Compare numbers.</li> </ul>	<p><b>E. Mathematics</b>  <b>31. Number words and symbols:</b> Children recognize and use number words and symbols.</p> <p><b>32. Counting:</b> Children count things.</p> <p><b>E. Mathematics</b>  <b>32. Counting:</b> Children count things.</p> <p><b>E. Mathematics</b>  <b>32. Counting:</b> Children count things.</p>
<p><b>Operations and Algebraic Thinking</b></p> <ul style="list-style-type: none"> <li>• Understand addition as adding to, and understand subtraction as taking from.</li> <li>• Understand simple patterns.</li> </ul>	<p><b>E. Mathematics</b>  <b>32. Counting:</b> Children count things.</p> <p><b>E. Mathematics</b>  <b>38. Patterns:</b> Children identify, describe, copy, complete, and create patterns.</p>
<p><b>Measurement and Data</b></p> <ul style="list-style-type: none"> <li>• Describe and compare measurable attributes.</li> <li>• Sort objects and count the number or objects in each category.</li> </ul>	<p><b>E. Mathematics</b>  <b>36. Measuring:</b> Children measure to describe compare, and order things.</p> <p><b>E. Mathematics</b>  <b>32. Counting:</b> Children count things.</p> <p><b>G. Science and Technology</b>  <b>46. Classifying:</b> Children classify materials, actions, people, and events.</p>

<p><b>Geometry</b></p> <ul style="list-style-type: none"> <li>Identify and describe shapes (squares, circles, triangles, rectangles).</li> <li>Analyze, compare, and sort objects.</li> </ul>	<p><b>E. Mathematics</b> <b>34. Shapes:</b> Children identify, name, and describe shapes.</p> <p><b>E. Mathematics</b> <b>34. Shapes:</b> Children identify, name, and describe shapes.</p>
<p><b>Counting and Cardinality</b></p> <p><b>Know number names and the count sequence</b></p> <p>1. Count to 20.</p> <p>2. Represent a number of objects with a written numeral 0–5 (with 0 representing a count of no objects).</p>	<p><b>E. Mathematics</b> <b>32. Counting:</b> Children count things.</p> <p><b>E. Mathematics</b> <b>31. Number words and symbols:</b> Children recognize and use number words and symbols.</p>
<p><b>Count to Tell the Number of Objects</b></p> <p>3. Understand the relationship between numbers and quantities to 10; connect counting to cardinality.</p> <p>a) When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</p> <p>b) Understand that the last number name said tells the number of objects counted. The number of objects is the same.</p> <p>c) Regardless of their arrangement or the order in which they were counting.</p> <p>d) Understand that each successive number name refers to a quantity that is one larger.</p> <p>4. Count to answer “how many?” questions about as many as 10 things arranged in a line, a rectangular array, or a circle, or as any as 5 things in a scattered configuration; given a number from 1–10, count out that many objects.</p>	<p><b>E. Mathematics</b> <b>32. Counting:</b> Children count things.</p> <p><b>E. Mathematics</b> <b>32. Counting:</b> Children count things.</p> <p><b>E. Mathematics</b> <b>32. Counting:</b> Children count things.</p> <p><b>E. Mathematics</b> <b>32. Counting:</b> Children count things.</p> <p><b>E. Mathematics</b> <b>32. Counting:</b> Children count things.</p>

<p><b>Compare Numbers</b></p> <p>5. Identify whether the number of objects in one group is more, less, greater than, fewer, and/or equal to the number of objects in another group, e.g., by using matching and counting strategies (up to 5 objects).</p> <p>6. Identify “first” and “last” related to order or position.</p>	<p><b>E. Mathematics</b></p> <p><b>32. Counting:</b> Children count things.</p> <p><b>36. Measuring:</b> Children measure to describe, compare, and order things.</p> <p><b>E. Mathematics</b></p> <p><b>31. Number words and symbols:</b> Children recognize and use number words and symbols.</p>
<p><b>Operations and Algebraic Thinking</b></p> <p><b>Understand addition as adding to, and understand subtraction as taking from</b></p> <p>1. Demonstrate an understanding of addition and subtraction by using objects, fingers, and responding to practical situations (e.g., if we have 3 apples and add 2 more, how many apples do we have all together?).</p>	<p><b>E. Mathematics</b></p> <p><b>32. Counting:</b> Children count things.</p> <p><b>33. Part-whole relationships:</b> Children combine and separate quantities of objects.</p>
<p><b>Understand simple patterns</b></p> <p>2. Duplicate and extend (e.g., what comes next?) simple patterns using concrete objects.</p>	<p><b>E. Mathematics</b></p> <p><b>38. Patterns:</b> Children identify, describe, copy, complete, and create patterns.</p>
<p><b>Measurement and Data</b></p> <p><b>Describe and compare measurable attributes.</b></p> <p>1. Identify measurable attributes of objects, such as length, and weight. Describe them using correct vocabulary (e.g., small, big, short, tall, empty, full, heavy, and light).</p>	<p><b>E. Mathematics</b></p> <p><b>36. Measuring:</b> Children measure to describe, compare, and order things.</p>
<p><b>Sort objects and count the number of objects in each category</b></p> <p>2. Sort objects into categories; count the numbers of objects in each category (limit category counts to be less than or equal to 10).</p>	<p><b>E. Mathematics</b></p> <p><b>32. Counting:</b> Children count things.</p> <p><b>G. Science and Technology</b></p> <p><b>46. Classifying:</b> Children classify materials, actions, people, and events.</p>

<p><b>Geometry</b></p> <p><b>Identify and describe shapes (squares, circles, triangles, rectangles)</b></p> <p>1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as top, bottom, up, down, in front of, behind, over, under, and next to.</p> <p>2. Correctly name shapes regardless of size.</p>	<p><b>E. Mathematics</b></p> <p><b>35. Spatial awareness:</b> Children recognize spatial relationships among people and objects.</p> <p><b>E. Mathematics</b></p> <p><b>34. Shapes:</b> Children identify, name, and describe shapes.</p>
<p><b>Analyze, compare, and sort objects.</b></p> <p>1. Analyze, compare, and sort two- and three-dimensional shapes and objects, in different sizes, using informal language to describe their similarities, differences, and other attributes (e.g., color, size, and shape).</p> <p>2. Create and build shapes from components (e.g., sticks and clay balls).</p>	<p><b>E. Mathematics</b></p> <p><b>34. Shapes:</b> Children identify, name, and describe shapes.</p> <p><b>E. Mathematics</b></p> <p><b>34. Shapes:</b> Children identify, name, and describe shapes.</p> <p><b>F. Creative Arts</b></p> <p><b>40. Art:</b> Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.</p>
<p><b>Science</b></p> <p><b>Scientific Thinking</b></p> <p>1. Ask questions and make predications based on observations and manipulation of things and events in the environment.</p> <p>a) Uses senses to gather, explore, and interpret information.</p> <p>b) Manipulates and observes objects in his or her surroundings to develop conclusions.</p> <p>c) Makes observations and describes changes in objects, living things, and natural events in the environment.</p>	<p><b>G. Science and Technology</b></p> <p><b>45. Observing:</b> Children observe the materials and processes in their environment.</p> <p><b>G. Science and Technology</b></p> <p><b>46. Classifying:</b> Children classify materials, actions, people, and events.</p> <p><b>47. Experimenting:</b> Children experiment to test their ideas.</p> <p><b>G. Science and Technology</b></p> <p><b>45. Observing:</b> Children observe the materials and processes in their environment.</p> <p><b>51. Natural and physical world:</b> Children gather knowledge about the natural and physical world.</p>



<p>d) Organizes his or her observations of objects and events by identifying, classifying, etc.</p> <p>e) Asks “why,” “how,” and “what if” questions and seeks answers through experimentation and investigation.</p> <p>f) Makes predictions based on background knowledge, previous scientific experiences, and observations of objects and events in the world.</p>	<p><b>G. Science and Technology</b>  <b>45. Observing:</b> Children observe the materials and processes in their environment.  <b>46. Classifying:</b> Children classify materials, actions, people, and events.  <b>47. Experimenting:</b> Children experiment to test their ideas.  <b>48. Predicting:</b> Children predict what they expect will happen.  <b>49. Drawing conclusions:</b> Children draw conclusions based on their experiences and observations.</p> <p><b>G. Science and Technology</b>  <b>50. Communicating ideas:</b> Children communicate their ideas about the characteristics of things and how they work.</p> <p><b>G. Science and Technology</b>  <b>48. Predicting:</b> Children predict what they expect will happen.</p>
<p><b>2. Tests predictions through exploration and experimentation.</b></p> <p>a) Gives oral, written or graphic explanations of what he/she wants to learn.</p> <p>b) Uses a variety of tools and materials to test predictions through active experimentation (child uses magnifying glass to examine pine needles; child puts large paper clip on water to see if it floats).</p> <p>c) Replicates or changes the experimental approach.</p> <p>d) Records and organizes data using graphs, charts, science journals, or other means of recording.</p>	<p><b>G. Science and Technology</b>  <b>50. Communicating ideas:</b> Children communicate their ideas about the characteristics of things and how they work.</p> <p><b>G. Science and Technology</b>  <b>52. Tools and technology:</b> Children explore and use tools and technology.</p> <p><b>G. Science and Technology</b>  <b>47. Experimenting:</b> Children experiment to test their ideas.</p> <p><b>E. Mathematics</b>  <b>39. Data analysis:</b> Children use information about quantity to draw conclusion, make decisions, and solve problems.</p>

<p><b>3.</b> Generates explanations and communicates conclusions regarding their experiments and explorations.</p> <p>a) Compares and contrasts attributes of objects, living things, and events in the environment to organize what they have learned.</p> <p>b) Identifies cause and effect relationships.</p> <p>c) Verifies predictions by explaining “how” and “why.”</p> <p>d) Makes age appropriate, logical conclusions about investigations.</p> <p>e) Shares ideas about objects, living things and other natural events in the environments through words, pictures, and other representations.</p>	<p><b>G. Science and Technology</b> <b>46. Classifying:</b> Children classify materials, actions, people, and events. <b>51. Natural and physical world:</b> Children gather knowledge about the natural and physical world.</p> <p><b>G. Science and Technology</b> <b>49. Drawing conclusions:</b> Children draw conclusions based on their experiences and observations.</p> <p><b>G. Science and Technology</b> <b>50. Communicating ideas:</b> Children communicate their ideas about the characteristics of things and how they work.</p> <p><b>G. Science and Technology</b> <b>49. Drawing conclusions:</b> Children draw conclusions based on their experiences and observations.</p> <p><b>G. Science and Technology</b> <b>50. Communicating ideas:</b> Children communicate their ideas about the characteristics of things and how they work.</p>
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<p><b>Earth and Space</b></p> <p><b>4.</b> Observes and describe characteristics of earth and space.</p> <p>a) Investigates and identifies properties of soil, rocks, and minerals.</p> <p>b) Investigates and identifies physical properties and characteristics of water (solid, liquid, and gas).</p> <p>c) Makes simple observations of the characteristics and movements of sun, moon, stars, and clouds.</p> <p>d) Observes and discusses changes in weather and seasons using common weather related vocabulary (rainy, sunny, snowy, windy, cloudy, etc.).</p>	<p><b>G. Science and Technology</b> <b>51. Natural and physical world:</b> Children gather knowledge about the natural and physical world.</p> <p><b>G. Science and Technology</b> <b>51. Natural and physical world:</b> Children gather knowledge about the natural and physical world.</p> <p><b>G. Science and Technology</b> <b>51. Natural and physical world:</b> Children gather knowledge about the natural and physical world.</p> <p><b>G. Science and Technology</b> <b>51. Natural and physical world:</b> Children gather knowledge about the natural and physical world.</p>
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<p>e) Expresses ways the environment provides natural resources that are needed by people (e.g., wood for lumber to build shelter, water for drinking).</p> <p>f) Demonstrates ways that each person is responsible for protecting our planet (e.g., recycling plastic, glass, and cardboard, reusing a plastic container sandwich box, mending clothing rather than throwing away, etc.).</p>	<p><b>G. Science and Technology</b> <b>51. Natural and physical world:</b> Children gather knowledge about the natural and physical world.</p> <p><b>H. Social Studies</b> <b>58. Ecology:</b> Children understand the importance of taking care of their environment.</p>
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<p><b>Living Things</b></p> <p><b>5.</b> Observes and describe characteristics of living things.</p> <p>a) Observes and discusses similarities, differences, and categories of plants and animals.</p> <p>b) Identifies things as living or non-living based on characteristics, such as breathes, moves by itself, grows.</p> <p>c) Explains why plants and animals need water and food.</p> <p>g) Describes simple life cycles of plants and animals.</p> <p>h) Describes and identifies the different structures of familiar plants and animals. (Plants have stems, roots, leaves; animals have eyes, mouths, ears, etc.)</p> <p>j) Observes, describes, and compares the habitats of plants and animals.</p> <p>k) Observes, records, and explains how plants and animals respond to changes in the environment and changes in seasons.</p>	<p><b>G. Science and Technology</b> <b>45. Observing:</b> Children observe the materials and processes in their environment. <b>51. Natural and physical world:</b> Children gather knowledge about the natural and physical world.</p> <p><b>G. Science and Technology</b> <b>51. Natural and physical world:</b> Children gather knowledge about the natural and physical world.</p> <p><b>G. Science and Technology</b> <b>51. Natural and physical world:</b> Children gather knowledge about the natural and physical world.</p> <p><b>G. Science and Technology</b> <b>51. Natural and physical world:</b> Children gather knowledge about the natural and physical world.</p> <p><b>G. Science and Technology</b> <b>51. Natural and physical world:</b> Children gather knowledge about the natural and physical world.</p> <p><b>G. Science and Technology</b> <b>51. Natural and physical world:</b> Children gather knowledge about the natural and physical world.</p> <p><b>G. Science and Technology</b> <b>51. Natural and physical world:</b> Children gather knowledge about the natural and physical world.</p>
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<p><b>Physical Properties</b></p> <p>6. Acquires knowledge about the physical properties of the world.</p> <p>a) Describes, compares, and categorizes objects based on their properties.</p> <p>b) Uses senses to explore different environments (classroom, playground, field trips).</p> <p>c) Recognizes and describes the effect of his/her own actions on objects.</p> <p>d) Describes tools and their specific functions (e.g., hammer for pounding nails).</p> <p>e) Uses a variety of tools to explore the world and learn how things work (such as magnifiers and balance scales).</p> <p>f) Investigates common interactions between matter and energy (butter melting in cooking activities; cream turning to butter; peanuts becoming peanut butter, etc.).</p> <p>g) Describes and compares the effects of common forces (pushes and pulls) on objects, such as those caused by gravity, magnetism, and mechanical forces.</p> <p>h) Explores and discusses simple chemical reactions with teacher assistance (e.g., baking soda and water, mixing oil and water).</p>	<p><b>G. Science and Technology</b> <b>46. Classifying:</b> Children classify materials, actions, people, and events.</p> <p><b>G. Science and Technology</b> <b>45. Observing:</b> Children observe the materials and processes in their environment.</p> <p><b>H. Social Studies</b> <b>58. Ecology:</b> Children understand the importance of taking care of their environment.</p> <p><b>G. Science and Technology</b> <b>52. Tools and technology:</b> Children explore and use tools and technology.</p> <p><b>G. Science and Technology</b> <b>52. Tools and technology:</b> Children explore and use tools and technology.</p> <p><b>G. Science and Technology</b> <b>51. Natural and physical world:</b> Children gather knowledge about the natural and physical world.</p> <p><b>G. Science and Technology</b> <b>51. Natural and physical world:</b> Children gather knowledge about the natural and physical world.</p> <p><b>G. Science and Technology</b> <b>51. Natural and physical world:</b> Children gather knowledge about the natural and physical world.</p>
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<p><b>Social Studies</b></p> <p>1. Develops a basic awareness of self as an individual, self within the context of family, and self within the context of community.</p> <p>a) Identifies him/herself by using characteristics such as gender, ethnicity, race, religion, language and culture.</p>	<p><b>B. Social and Emotional Development</b> <b>7. Self-identity:</b> Children have a positive self-identity.</p> <p><b>H. Social Studies</b> <b>53. Diversity:</b> Children understand that people have diverse characteristics, interests, and abilities.</p>
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<p>b) Describes how each person is unique and important.</p> <p>c) Identifies family members, family characteristics and functions.</p> <p>d) Identifies as a member of a family.</p> <p>e) States how families are similar and different.</p> <p>f) Describes his own community and/or cultural group.</p> <p>g) Describes how people within a community are alike and different (e.g. eat different foods, wear different clothing; speak different languages).</p> <p>h) Recognizes some community workers and describes what they do.</p> <p><b>2. Demonstrates awareness and appreciation of their own culture and other cultures.</b></p> <p>a) Talks about and/or shows items related to his/her family and cultural traditions to others.</p> <p>b) Questions why and/or how people are similar/different.</p>	<p><b>H. Social Studies</b> <b>53. Diversity:</b> Children understand that people have diverse characteristics, interests, and abilities.</p> <p><b>B. Social and Emotional Development</b> <b>7. Self-identity:</b> Children have a positive self-identity.</p> <p><b>H. Social Studies</b> <b>53. Diversity:</b> Children understand that people have diverse characteristics, interests, and abilities.</p> <p><b>B. Social and Emotional Development</b> <b>7. Self-identity:</b> Children have a positive self-identity.</p> <p><b>H. Social Studies</b> <b>53. Diversity:</b> Children understand that people have diverse characteristics, interests, and abilities.</p> <p><b>H. Social Studies</b> <b>53. Diversity:</b> Children understand that people have diverse characteristics, interests, and abilities.</p> <p><b>H. Social Studies</b> <b>53. Diversity:</b> Children understand that people have diverse characteristics, interests, and abilities. <b>54. Community roles:</b> Children recognize that people have different roles and functions in the community.</p> <p><b>H. Social Studies</b> <b>53. Diversity:</b> Children understand that people have diverse characteristics, interests, and abilities.</p> <p><b>H. Social Studies</b> <b>54. Community roles:</b> Children recognize that people have different roles and functions in the community.</p> <p><b>B. Social and Emotional Development</b> <b>7. Self-identity:</b> Children have a positive self-identity.</p> <p><b>H. Social Studies</b> <b>53. Diversity:</b> Children understand that people have diverse characteristics, interests, and abilities.</p>
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<p>c) Describes some of the holidays, dances, foods, costumes and special events, related to his/her own culture.</p> <p>d) Demonstrates an understanding of similarities and differences between and among individual people and families.</p> <p><b>3.</b> Demonstrates knowledge of the relationship between people, places, and regions.</p> <p>a) Identifies features of own home and familiar places.</p> <p>b) Names the street, neighborhood, city or and town where he/she lives.</p> <p>c) Uses words that indicate direction, position and relative distance.</p> <p>d) Describes topographical features of familiar places (hill, river, roads, mountains, etc.).</p> <p>e) Creates representations of topographical features in art work, and/or while playing with blocks, sand or other materials.</p> <p>f) Is aware of his/her surroundings.</p>	<p><b>B. Social and Emotional Development</b></p> <p><b>7. Self-identity:</b> Children have a positive self-identity.</p> <p><b>H. Social Studies</b></p> <p><b>53. Diversity:</b> Children understand that people have diverse characteristics, interests, and abilities.</p> <p><b>H. Social Studies</b></p> <p><b>56. Geography:</b> Children recognize and interpret features and locations in their environment.</p> <p><b>H. Social Studies</b></p> <p><b>56. Geography:</b> Children recognize and interpret features and locations in their environment.</p> <p><b>E. Mathematics</b></p> <p><b>35. Spatial awareness:</b> Children recognize spatial relationships among people and objects.</p> <p><b>H. Social Studies</b></p> <p><b>56. Geography:</b> Children recognize and interpret features and locations in their environment.</p> <p><b>H. Social Studies</b></p> <p><b>56. Geography:</b> Children recognize and interpret features and locations in their environment.</p> <p><b>H. Social Studies</b></p> <p><b>56. Geography:</b> Children recognize and interpret features and locations in their environment.</p>
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<p><b>History</b></p> <p><b>4.</b> Develops an understanding of how people and things change over time and how to relate past events to their present and future activities.</p> <p>a) Identifies routines and common occurrences in his/her life.</p> <p>b) Identifies changes over time in him/herself, his/her families, and in his/her wider community.</p>	<p><b>B. Social and Emotional Development</b></p> <p><b>11. Community:</b> Children participate in the community of the classroom.</p> <p><b>H. Social Studies</b></p> <p><b>57. History:</b> Children understand past, present, and future.</p>
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<p>c) Retells important events in sequential order.</p> <p>d) Demonstrates interest in current events that relate to family, culture, and community.</p> <p>e) Uses words and phrases that differentiate between events that happen in the past, present and future, e.g., uses phrases like “when I was a baby...” or “before I moved to my new house.”</p>	<p><b>H. Social Studies</b> <b>57. History:</b> Children understand past, present, and future.</p> <p><b>H. Social Studies</b> <b>57. History:</b> Children understand past, present, and future.</p> <p><b>H. Social Studies</b> <b>57. History:</b> Children understand past, present, and future.</p>
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<p><b>Civics, Citizenship, and Government</b></p> <p><b>5.</b> Demonstrates an understanding of roles, rights, and responsibilities.</p> <p>a) Recognizes that all children and adults have roles, rights, and responsibilities at home, school, in the classroom and in the community.</p> <p>b) Expresses that rules are for everyone.</p> <p>d) Explains that rules affect children and adults.</p> <p><b>6.</b> Begins to learn the basic civic and democratic principles.</p> <p>a) Participates in making group rules and/or rules for daily routines and transitions.</p> <p>c) Applies the skills of communication, cooperation, respect and empathy with others.</p> <p>d) Demonstrates preferences and choices by participating when the class votes to make simple decisions.</p>	<p><b>H. Social Studies</b> <b>55. Decision making:</b> Children participate in making classroom decisions.</p> <p><b>H. Social Studies</b> <b>55. Decision making:</b> Children participate in making classroom decisions.</p> <p><b>B. Social and Emotional Development</b> <b>14. Moral development:</b> Children develop an internal sense of right and wrong.</p> <p><b>H. Social Studies</b> <b>55. Decision making:</b> Children participate in making classroom decisions.</p> <p><b>H. Social Studies</b> <b>55. Decision making:</b> Children participate in making classroom decisions.</p> <p><b>H. Social Studies</b> <b>55. Decision making:</b> Children participate in making classroom decisions.</p>
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<p><b>Economics</b></p> <p><b>7.</b> Develops a basic understanding of economic concepts within a community.</p> <p>a) Demonstrates an understanding that money is needed to exchange for some goods and services.</p>	<p><b>H. Social Studies</b> <b>54. Community roles:</b> Children recognize that people have different roles and functions in the community.</p>
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<p>c) Recognizes the roles/contributions of community workers as they produce goods/services that people need.</p> <p>d) Recognizes that goods and services may be purchased using different forms of payment, (e.g., coins, paper money, checks, electronic payment, credit cards).</p>	<p><b>H. Social Studies</b> <b>54. Community roles:</b> Children recognize that people have different roles and functions in the community.</p> <p><b>H. Social Studies</b> <b>54. Community roles:</b> Children recognize that people have different roles and functions in the community.</p>
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<p><b>Career Development</b></p> <p><b>8.</b> Demonstrates interest and awareness about a wide variety of careers and work environments.</p> <p>a) Recognizes that people depend on “community helpers” to provide goods and services.</p> <p>d) Takes on the role of a “community helper”, e.g., dramatic play or in acting out a story or song.</p>	<p><b>H. Social Studies</b> <b>54. Community roles:</b> Children recognize that people have different roles and functions in the community.</p> <p><b>F. Creative Arts</b> <b>43. Pretend play:</b> Children express and represent what they observe, think, imagine, and feel through pretend play.</p> <p><b>H. Social Studies</b> <b>54. Community roles:</b> Children recognize that people have different roles and functions in the community.</p>
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<p><b>The Arts</b></p> <p><b>Visual Arts</b></p> <p><b>1.</b> Expresses oneself and represent what they know, think, believe and feel through visual arts.</p> <p>a) Experiments with a variety of mediums and methods of using art materials (such as using a big brush to paint broad strokes, combining colors, etc.).</p> <p>b) Shows an interest in what can be created with tools, texture, color and technique.</p> <p>c) Uses materials to build and create “pieces” that represent another item (blocks become a castle; clay becomes a snake).</p> <p>d) Chooses materials and subjects with intent and purpose.</p>	<p><b>F. Creative Arts</b> <b>40. Art:</b> Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.</p> <p><b>F. Creative Arts</b> <b>40. Art:</b> Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.</p> <p><b>F. Creative Arts</b> <b>40. Art:</b> Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.</p> <p><b>F. Creative Arts</b> <b>40. Art:</b> Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.</p>
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<p>e) Paints, draws and constructs models based on observations.</p> <p><b>2.</b> Responds and react to visual arts created by themselves and others.</p> <p>a) Expresses an interest in drawings, sculptures, models, paintings, and art creations of others.</p> <p>b) Identifies similarities and differences among samples of visual art.</p> <p>c) Shares opinions about visual arts, creations, and experiences.</p>	<p><b>F. Creative Arts</b> <b>40. Art:</b> Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.</p> <p><b>F. Creative Arts</b> <b>40. Art:</b> Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.</p> <p><b>F. Creative Arts</b> <b>44. Appreciating the arts:</b> Children appreciate the creative arts.</p> <p><b>F. Creative Arts</b> <b>44. Appreciating the arts:</b> Children appreciate the creative arts.</p>
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<p><b>Music</b></p> <p><b>3.</b> Expresses oneself by engaging in musical activities.</p> <p>a) Participates with increasing interest and enjoyment in a variety of music activities including listening to music, singing songs, performing finger plays, and experimenting with various musical instruments.</p> <p>b) Enjoys singing, making up silly and rhyming verses, imitating rhythmic patterns, and using music to tell stories and express feelings.</p> <p>c) Engages in music activities having different moods, tempos, and rhythms.</p> <p>d) Uses and explore traditional and non-traditional sound sources including those that are electronic.</p> <p>e) Creates sounds using traditional instruments (bells, drums, recorders, etc.) and non-traditional instruments (tin cans, oatmeal boxes, containers filled with water).</p>	<p><b>F. Creative Arts</b> <b>41. Music:</b> Children express and represent what they observe, think, imagine, and feel through music.</p> <p><b>F. Creative Arts</b> <b>41. Music:</b> Children express and represent what they observe, think, imagine, and feel through music.</p> <p><b>F. Creative Arts</b> <b>41. Music:</b> Children express and represent what they observe, think, imagine, and feel through music.</p> <p><b>F. Creative Arts</b> <b>41. Music:</b> Children express and represent what they observe, think, imagine, and feel through music.</p> <p><b>F. Creative Arts</b> <b>41. Music:</b> Children express and represent what they observe, think, imagine, and feel through music.</p>
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<p>4. Responds and reacts during musical activities.</p> <p>a) Moves and keeps rhythm to different kinds of music.</p> <p>b) Reacts to music through oral, written or visual expression.</p> <p>c) Compares and contrasts different samples of music.</p> <p>d) Expresses his/her preference for certain kinds of music.</p> <p>e) Repeats, responds and/or reacts to lyrics and/or melodies.</p>	<p><b>F. Creative Arts</b></p> <p><b>41. Music:</b> Children express and represent what they observe, think, imagine, and feel through music.</p> <p><b>42. Movement:</b> Children express and represent what they observe, think, imagine, and feel through movement.</p> <p><b>F. Creative Arts</b></p> <p><b>41. Music:</b> Children express and represent what they observe, think, imagine, and feel through music.</p> <p><b>F. Creative Arts</b></p> <p><b>44. Appreciating the arts:</b> Children appreciate the creative arts.</p> <p><b>F. Creative Arts</b></p> <p><b>41. Music:</b> Children express and represent what they observe, think, imagine, and feel through music.</p> <p><b>44. Appreciating the arts:</b> Children appreciate the creative arts.</p> <p><b>F. Creative Arts</b></p> <p><b>41. Music:</b> Children express and represent what they observe, think, imagine, and feel through music.</p>
<p><b>Theater/Dramatic Play</b></p> <p>5. Participates in a variety of dramatic play activities to represent fantasy and real life experiences.</p> <p>a) Represents fantasy, real-life, imagination, and literature through dramatic play.</p> <p>b) Assumes the role of something or someone else and be able to speak in the appropriate manner and tone.</p> <p>c) Participates in teacher-guided and/or spontaneous dramatic play activities such as acting out a story.</p>	<p><b>F. Creative Arts</b></p> <p><b>43. Pretend play:</b> Children express and represent what they observe, think, imagine, and feel through pretend play.</p> <p><b>F. Creative Arts</b></p> <p><b>43. Pretend play:</b> Children express and represent what they observe, think, imagine, and feel through pretend play.</p> <p><b>F. Creative Arts</b></p> <p><b>43. Pretend play:</b> Children express and represent what they observe, think, imagine, and feel through pretend play.</p>

<p>d) Uses basic props, and costume pieces to establish time, setting, and character</p> <p><b>6.</b> Responds and react to theater and drama productions.</p> <p>b) Expresses his/her feelings about theatrical or dramatic productions or experiences through oral, written or visual expressions.</p>	<p><b>F. Creative Arts</b> <b>43. Pretend play:</b> Children express and represent what they observe, think, imagine, and feel through pretend play.</p> <p><b>F. Creative Arts</b> <b>44. Appreciating the arts:</b> Children appreciate the creative arts.</p>
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<p><b>Dance/Creative Movement</b></p> <p><b>7.</b> Expresses what he/she knows, thinks, feels and believes through dance and creative movement.</p> <p>a) Demonstrates concepts (feelings, directions, words, ideas, etc.) through creative movement.</p> <p>b) Uses movement to interpret or imitate feelings, animals, and such things as plants growing, or a rainstorm.</p> <p>c) Uses creativity using his/her body (dance, march, hop, jump, sway, clap, snap, stomp, twist, turn, etc.).</p> <p>d) Uses creative movement props such as crepe paper, streamers, hoops, and scarves to create special movements and dances.</p> <p>e) Demonstrates a wide variety of movements and positions.</p> <p>g) Moves in spontaneous and imaginative ways to music, songs, rhythm, and silence.</p> <p><b>8.</b> Responds and reacts to dance and creative movement.</p> <p>a) Imitates parts of dance or movement activity that he/she enjoys.</p>	<p><b>F. Creative Arts</b> <b>42. Movement:</b> Children express and represent what they observe, think, imagine, and feel through movement.</p> <p><b>F. Creative Arts</b> <b>42. Movement:</b> Children express and represent what they observe, think, imagine, and feel through movement.</p> <p><b>F. Creative Arts</b> <b>42. Movement:</b> Children express and represent what they observe, think, imagine, and feel through movement.</p> <p><b>F. Creative Arts</b> <b>42. Movement:</b> Children express and represent what they observe, think, imagine, and feel through movement.</p> <p><b>F. Creative Arts</b> <b>42. Movement:</b> Children express and represent what they observe, think, imagine, and feel through movement.</p> <p><b>F. Creative Arts</b> <b>42. Movement:</b> Children express and represent what they observe, think, imagine, and feel through movement.</p> <p><b>F. Creative Arts</b> <b>42. Movement:</b> Children express and represent what they observe, think, imagine, and feel through movement.</p> <p><b>F. Creative Arts</b> <b>42. Movement:</b> Children express and represent what they observe, think, imagine, and feel through movement.</p>
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<p>d) Describes interpretations and reactions to dance and movement experience (e.g., drawing a picture, acting it out, retelling a story).</p>	<p><b>F. Creative Arts</b> <b>44. Appreciating the arts:</b> Children appreciate the creative arts.</p>
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<p><b>Technology</b></p> <p><b>Foundations to Technology</b></p> <p><b>1.</b> Describes types of materials and how they're used.</p> <p>a) Discusses or describes characteristics of materials in the environment.</p> <p>b) Explains some uses for materials, e.g., wood, fur, plastic.</p> <p>c) Creates structures with various materials to determine which do/don't work to achieve the desired purpose, (e.g., glue, tape; paper, cardboard, foam, plastic, wood; straws, spools).</p> <p><b>2.</b> Explores and uses various types of tools appropriately.</p> <p>a) Identifies the functions of certain tools (e.g. cell phone, pulley, hammer, hearing aid, microwave).</p> <p>b) Follows simple directions for appropriate use of tools and demonstrates how they are used (e.g. computer, hammer, digital media or simple machine).</p> <p>c) Describes and uses a variety of tools independently or with assistance (e.g., scissors, nut and bolt, incline plane, or lever).</p> <p>d) Uses common tools to create simple objects or structures.</p> <p>e) Invents and/or constructs simple objects or structures using common tools and materials in a safe manner (e.g., wood, glue, rulers, sandpaper, hammer, etc.).</p> <p><b>3.</b> Express an understanding of how technology affects them in daily life, and how it can be used to solve problems.</p>	<p><b>G. Science and Technology</b> <b>46. Classifying:</b> Children classify materials, actions, people, and events.</p> <p><b>G. Science and Technology</b> <b>46. Classifying:</b> Children classify materials, actions, people, and events.</p> <p><b>G. Science and Technology</b> <b>52. Tools and Technology:</b> Children explore and use tools and technology.</p> <p><b>G. Science and Technology</b> <b>52. Tools and Technology:</b> Children explore and use tools and technology.</p> <p><b>G. Science and Technology</b> <b>52. Tools and Technology:</b> Children explore and use tools and technology.</p> <p><b>G. Science and Technology</b> <b>52. Tools and Technology:</b> Children explore and use tools and technology.</p> <p><b>G. Science and Technology</b> <b>52. Tools and Technology:</b> Children explore and use tools and technology.</p> <p><b>G. Science and Technology</b> <b>52. Tools and Technology:</b> Children explore and use tools and technology.</p> <p><b>G. Science and Technology</b> <b>52. Tools and Technology:</b> Children explore and use tools and technology.</p>
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<p>a) Identifies examples of technology used in daily life (e. g., telephone, computers, car).</p> <p>b) Describes how technology can make finding information, completing tasks and solving problems faster and easier.</p> <p>c) Identifies examples of how technology affects the environment, including home and school environments.</p>	<p><b>G. Science and Technology</b> <b>52. Tools and Technology:</b> Children explore and use tools and technology.</p> <p><b>G. Science and Technology</b> <b>50. Communicating Ideas:</b> Children communicate their ideas about the characteristics of things and how they work. <b>52. Tools and Technology:</b> Children explore and use tools and technology.</p> <p><b>G. Science and Technology</b> <b>52. Tools and Technology:</b> Children explore and use tools and technology.</p>
<p><b>Using Technology</b></p> <p><b>4.</b> Understands the operation of technology systems.</p> <p>a) Uses input and output devices to successfully operate technology systems (e.g. keyboard, monitor, printer, vending machine).</p> <p>b) Begins using appropriate vocabulary when describing the nature and operation of a technological system (e.g. pedal power moves a bicycle, gas moves a car, batteries operate a toy).</p> <p><b>5.</b> Uses the knowledge of technology to increase learning.</p> <p>a) Uses computer to write, draw, and explore concepts.</p> <p>b) Learns basic skills by using age appropriate computer programs.</p> <p>c) Uses technology tools independently (e.g., instructional media games, digital cameras).</p>	<p><b>G. Science and Technology</b> <b>52. Tools and Technology:</b> Children explore and use tools and technology.</p> <p><b>D. Language, Literacy, and Communication</b> <b>23. Vocabulary:</b> Children understand and use a variety of words and phrases.</p> <p><b>G. Science and Technology</b> <b>52. Tools and Technology:</b> Children explore and use tools and technology.</p> <p><b>G. Science and Technology</b> <b>52. Tools and Technology:</b> Children explore and use tools and technology.</p> <p><b>G. Science and Technology</b> <b>52. Tools and Technology:</b> Children explore and use tools and technology.</p>