

The Vine Assessment System™

by LifeCubby

*A Fully Integrated Platform for Observation,
Daily Reporting, Communications and Assessment*

For Early Childhood Professionals and the Families that they Serve

Alignment Document for:
Nevada Pre-kindergarten Standards



References



Nevada Department of Education. (2010). *Nevada pre-kindergarten standards*. NV: Author. Retrieved from http://www.nevadaregistry.org/fb_files/PreKStandards-FINAL.pdf

Nevada Pre-kindergarten Standards	Vine Assessments by LifeCubby
Mathematics	Vine Indicators
Content Standard 1.0: Numbers, Number Sense & Computation	
1.PK.3a Recognize and read numerals 0-5.	CM 10-4 Reads and Writes Numbers <u>Pre-K:</u> Can write some numbers up to 10; recognizes a few numbers in written form; recognizes both numerals and number names
1.PK.3b Estimate the number of objects in a set of 5 and verify by counting.	CM 10-2 Builds and Observes Sets <u>Pre-K:</u> Can look at groups of objects up to 5 and indicate how many items without having to count them; compares quantities in sets and uses appropriate vocabulary: equal, more, less
1.PK.3c Match the number of objects in a set to the correct numeral 0 to 5.	CM 10-2 Builds and Observes Sets <u>Pre-K:</u> Can look at groups of objects up to 5 and indicate how many items without having to count them; compares quantities in sets and uses appropriate vocabulary: equal, more, less
1.PK.4a Count to 10.	CM 10-1 Begins Counting <u>Pre-K:</u> Counts by rote to 20; can count objects up to 20; understands and uses ordinal terms (1st, 2nd, 3rd); may be able to skip count by 2, 5, or 10
1.PK.4b Count to 10 by demonstrating one to one correspondence using objects.	CM 10-1 Begins Counting <u>3-Year Old:</u> Counts by rote to 10; counts sets of objects up to 10; may be able to count into the teens; understands and uses 1-1 correspondence
1.PK.5 Use concrete objects to combine and separate groups up to 5.	CM 10-3 Learns Addition, Subtraction and Division <u>Pre-K:</u> Can add "1" to a set of objects and know that it is 1 more; can subtract 1 from a set of objects and know that it is 1 less; can split a set of objects equally to divide by 2
Content Standard 2.0: Patterns, Functions & Algebra	
2.PK.1 Sort objects by similar attributes (e.g., size, shape, and color).	CS 13-2 Classifies or Sorts Objects <u>Pre-K:</u> Compares objects based on attributes, such as weight, odor, color, texture, function or sound
2.PK.2 Recognize and replicate simple patterns (e.g., ABAB).	CM 11-2 Understands Patterns <u>Pre-K:</u> Can create, duplicate or extend more complex patterns, such as red-blue-green-red-blue-green; can fill in a missing piece of a pattern; seriates a group of like objects (small, medium, large, or light, medium, dark)
2.PK.3 Compare sets of objects. Determine which set has more or less.	CM 10-2 Builds and Observes Sets <u>Pre-K:</u> Can look at groups of objects up to 5 and indicate how many items without having to count them; compares quantities in sets and uses appropriate vocabulary: equal, more, less
Content Standard 3.0: Measurement	
3.PK.1 Compare objects by size to determine smaller and larger.	CM 11-1 Learns Measurement and Quantities <u>Pre-K:</u> Explores and observes ways to use tools to measure objects (e.g., erasers, paper clips, ruler, scale, thermometer, measuring cups, etc.); develops growing abilities to collect, describe, and record measurement in different ways, such as charting results or measuring distance on a map
3.PK.4 Sort pennies and nickels.	CS 13-2 Classifies or Sorts Objects

	<u>Pre-K:</u> Compares objects based on attributes, such as weight, odor, color, texture, function or sound
3.PK.6 Identify day and night.	SS 16-2 Understands Time <u>Pre-K:</u> Understands basic concepts of time including past-present-future; may understand basic units of time, including hours-minutes-days; learns about calendars, including week-month-year
Content Standard 4.0: Spatial Relationships, Geometry and Logic	
4.PK.1a Identify circles, triangles, and squares.	CM 12-1 Learns Shapes & Sizes <u>Pre-K:</u> Names and describes shapes; understands that two of the same shape can have different sizes; understands symmetry
4.PK.1b Begin to recognize two and three dimensional shapes in the environment.	CM 12-1 Learns Shapes & Sizes <u>Pre-K:</u> Names and describes shapes; understands that two of the same shape can have different sizes; understands symmetry
4.PK.2 Identify positions (e.g., in front, behind, next to, up, down, inside, outside, on top, ordinal positions).	CM 12-2 Develops Spatial Awareness <u>Pre-K:</u> Uses location words (in, on, under, etc.); uses standard or nonstandard units of measurement to determine length, height, capacity etc. of object(s); compares length, height, capacity of a container, such as how many scoops are needed to fill a bucket
Content Standard 5.0: Data Analysis	
5.PK.1 Identify and sort information (e.g., interpret quantity in pictures).	CS 14-4 Draws Conclusions and Sorts Results <u>Pre-K:</u> Can explain the results of an experiment and plan next steps; can sort experiment results into groups (e.g., works/doesn't work, sinks/floats); uses "if/then" and "cause/effect" reasoning, with or without adult help

Science	
Content Standard: Nature of Science-Scientific Inquiry and Science, Technology, & Society	
N.PK1.a Observe their world.	CS 15-1 Explores the Natural Environment <u>Pre-K:</u> Investigates how the natural environment works, such as growing plants, having an ant farm, having a butterfly garden, etc.
N.PK1.b Ask questions about their world.	CS 15-1 Explores the Natural Environment <u>Pre-K:</u> Investigates how the natural environment works, such as growing plants, having an ant farm, having a butterfly garden, etc.
N.PK.2 Share ideas with others.	ATL 1-6 Thinks with Creativity & Flexibility <u>Pre-K:</u> Able to transition thinking and behavior, such as during group play in response to a friend's suggestion or idea; generates creative ideas, suggestions
N.PK.3 Use tools safely to observe and explore different objects/environments.	CS 13-1 Explores Objects <u>Pre-K:</u> Identifies all 5 senses (smell, sight, sound, touch, taste) and uses them to explore objects in the environment; observes objects using tools such as color paddles, prisms and magnifying glasses

N.PK.4 Use patterns to predict or sort items.	CM 11-2 Understands Patterns <u>Pre-K:</u> Can create, duplicate or extend more complex patterns, such as red-blue-green-red-blue-green; can fill in a missing piece of a pattern; seriates a group of like objects (small, medium, large, or light, medium, dark)
N.PK.5 Students work in small groups and share ideas with others regarding to science related activities.	SED 6-3 Cooperates with Peers <u>Pre-K:</u> Engages in play that requires cooperation with other children, including games with rules; recognizes negative behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language
Content Standard: Earth & Space Science- Atmospheric Processes and the Water Cycle; Solar System & Universe; Earth's Composition & Structure	
E.PK.1 Observe and identify weather from day to day.	CS 15-2 Develops an Understanding of and Care for the Natural World <u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things
E.PK.2 Observe and identify water in different states.	CS 15-2 Develops an Understanding of and Care for the Natural World <u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things
E.PK.3 Students understand that the sun, moon, and stars can be seen in the sky.	CS 15-2 Develops an Understanding of and Care for the Natural World <u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things
E.PK.4 Identify and sort different natural objects (e.g., rocks, soils, etc.).	CS 15-2 Develops an Understanding of and Care for the Natural World <u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things
Content Standard: Physical Science- Matter and Forces & Motion and Energy	
P.PK.1 Sort objects according to observable properties (e.g., by shape and color).	CS 13-2 Classifies or Sorts Objects <u>Pre-K:</u> Compares objects based on attributes, such as weight, odor, color, texture, function or sound
P.PK.2 Explore and demonstrate how objects move	CS 13-1 Explores Objects <u>Pre-K:</u> Identifies all 5 senses (smell, sight, sound, touch, taste) and uses them to explore objects in the environment; observes objects using tools such as color paddles, prisms and magnifying glasses

P.PK.3 Explore what happens to objects in relation to other forces (e.g., magnets, gravity, and water).	CS 13-1 Explores Objects <u>Pre-K:</u> Identifies all 5 senses (smell, sight, sound, touch, taste) and uses them to explore objects in the environment; observes objects using tools such as color paddles, prisms and magnifying glasses
P.PK.4 Investigate how objects react when placed in water	CS 13-1 Explores Objects <u>Pre-K:</u> Identifies all 5 senses (smell, sight, sound, touch, taste) and uses them to explore objects in the environment; observes objects using tools such as color paddles, prisms and magnifying glasses
P.PK.5 Identify hot and cold.	LC 7-4 Expands Vocabulary <u>Pre-K:</u> Asks questions about new words; uses new words on a regular basis; shows growth in number of words or signs used in conversation with others; asks meanings of words; understands that some words mean the same thing and some words are opposites (e.g., house/home and big/little)
Content Standard: Life Science- Heredity; Structure of Life; Organisms and their Environment; Diversity of Life	
L.PK.1 Investigate animals and their offspring.	CS 15-2 Develops an Understanding of and Care for the Natural World <u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things
L.PK.2 Explore and identify a variety of animals and plants.	CS 15-2 Develops an Understanding of and Care for the Natural World <u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things
L.PK.3 Identify humans, animals, and plants.	CS 15-2 Develops an Understanding of and Care for the Natural World <u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things
L.PK.4 Use the five senses to explore and investigate the natural world.	CS 15-1 Explores the Natural Environment <u>Pre-K:</u> Investigates how the natural environment works, such as growing plants, having an ant farm, having a butterfly garden, etc.
L.PK.5 Identify the basic need for air, water and food.	CS 15-2 Develops an Understanding of and Care for the Natural World <u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things
L.PK.6 Identify animals and their homes.	CS 15-2 Develops an Understanding of and Care for the Natural World <u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural

	phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things
L.PK.7 Identify and/or sort plants and animals by observable characteristics.	CS 15-2 Develops an Understanding of and Care for the Natural World <u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things
L.PK.8 Observe living and non-living things on Earth.	CS 15-1 Explores the Natural Environment <u>Pre-K:</u> Investigates how the natural environment works, such as growing plants, having an ant farm, having a butterfly garden, etc.

Language and Early Literacy (ELA)	
English Language Arts	
Content Standard 1.0: Word Analysis	
1.PK.1 Identify words that rhyme.	LC 7-3 Develops Phonemic Awareness <u>Pre-K:</u> Can “clap” syllables in words; recognizes words that rhyme, associates sounds with letters and words; recognizes alliteration (words that start with the same sound)
1.PK.2 Identify the beginning sound of own name.	LC 7-3 Develops Phonemic Awareness <u>Pre-K:</u> Can “clap” syllables in words; recognizes words that rhyme, associates sounds with letters and words; recognizes alliteration (words that start with the same sound)
1.PK.3 Identify letters in own name.	LKS 8-2 Develops Alphabetic Knowledge <u>Pre-K:</u> Sings, says, or signs ABCs as a memorized chant; knows the names or sounds of most letters; begins to recognize letters in print
1.PK.4 Recognize environmental print and symbols.	LKS 8-3 Develops Emergent Reading <u>Pre-K:</u> Recognizes a few common sight words; understands structure: beginning, middle, end of a story; shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning and recognizes that different text forms are used for different purposes
1.PK.5 Demonstrate awareness that print carries a message.	LKS 8-3 Develops Emergent Reading <u>Pre-K:</u> Recognizes a few common sight words; understands structure: beginning, middle, end of a story; shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning and recognizes that different text forms are used for different purposes
Content Standard 2.0: Reading Strategies	
2.PK.1 Identify the front cover of the book and know how to turn the pages when reading.	LKS 8-1 Develops Early Literacy <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story

2.PK.2 Ask questions or make comments pertinent to the story being read.	LKS 8-1 Develops Early Literacy <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story
2.PK.3 Identify pictures to aid in comprehension.	LKS 8-1 Develops Early Literacy <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story
Content Standard 3.0: Literary Text	
3.PK.1 Retell a story with the aid of pictures, props, or a book	ATL 1-2 Develops Memory <u>Pre-K:</u> Recalls part or all of a story, including characters and main events
3.PK.5 Listen and respond to rhythm or rhyme, (e.g., clapping or chanting).	LC 7-3 Develops Phonemic Awareness <u>Pre-K:</u> Can “clap” syllables in words; recognizes words that rhyme, associates sounds with letters and words; recognizes alliteration (words that start with the same sound)
3.PK.6 With assistance, listen and respond to words with tone (e.g., poems and finger plays).	LC 7-3 Develops Phonemic Awareness <u>Pre-K:</u> Can “clap” syllables in words; recognizes words that rhyme, associates sounds with letters and words; recognizes alliteration (words that start with the same sound)
3.PK.7 With assistance, listen and discuss stories from different cultures and eras.	SS 16-1 Explores Cultures <u>Pre-K:</u> Is learning that there are many different cultures and that people express culture in their dress, food, art, and work
3.PK.8 Predict what will happen next in a story.	LKS 8-1 Develops Early Literacy <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story
3.PK.9 Listen to age-appropriate material that makes connections to self and the world around them.	LKS 8-1 Develops Early Literacy <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story
Content Standard 4.0: Expository Text	
4.PK.1 Demonstrate and understand that printed material contains	LKS 8-1 Develops Early Literacy <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English

information (e.g., illustrations, graphs, and charts).	is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story
4.PK.5a Recall information from an event, text, or picture related to self and the world around them.	ATL 1-2 Develops Memory <u>Pre-K:</u> Recalls part or all of a story, including characters and main events
4.PK.5b Respond to or ask a question about an event, text, or picture.	LKS 8-1 Develops Early Literacy <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story
4.PK.7 With teacher assistance, follow, a simple pictorial direction.	LKS 8-3 Develops Emergent Reading <u>Pre-K:</u> Recognizes a few common sight words; understands structure: beginning, middle, end of a story; shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning and recognizes that different text forms are used for different purposes
Content Standard 5.0: Effective Writing	
5.PK.1 Experiment with writing tools and materials in response to information.	LKS 9-1 Develops Emergent Writing <u>Pre-K:</u> Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to copy simple words from classroom labels and other materials; shows awareness that a word is made up of letters
5.PK.2a Experiment with beginning techniques for using various writing materials.	LKS 9-1 Develops Emergent Writing <u>Pre-K:</u> Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to copy simple words from classroom labels and other materials; shows awareness that a word is made up of letters
5.PK.2b Trace and progress to copying basic shapes (e.g., horizontal line, vertical line, X, plus sign, circle, etc.).	LKS 9-1 Develops Emergent Writing <u>Pre-K:</u> Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to copy simple words from classroom labels and other materials; shows awareness that a word is made up of letters
5.PK.4a Use letter-like approximation to write name and/or other words or ideas.	LKS 9-1 Develops Emergent Writing <u>Pre-K:</u> Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to copy simple words from classroom labels and other materials; shows awareness that a word is made up of letters
5.PK.4b Attempt, with a model, to spell own first name.	LKS 9-1 Develops Emergent Writing <u>Pre-K:</u> Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to copy simple words from classroom labels and other materials; shows awareness that a word is made up of letters
5.PK.4c Attempt, with a model, to write the first letter of first name using the capital letter.	LKS 9-1 Develops Emergent Writing <u>Pre-K:</u> Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to copy simple words from classroom labels and other materials; shows awareness that a word is made up of letters

Content Standard 6.0: Types of Writing	
6.PK.1 Experiment with writing tools and materials to communicate.	LKS 9-1 Develops Emergent Writing <u>Pre-K:</u> Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to copy simple words from classroom labels and other materials; shows awareness that a word is made up of letters
6.PK.2 Experiment with writing tools and materials in response to a familiar experience.	LKS 9-1 Develops Emergent Writing <u>Pre-K:</u> Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to copy simple words from classroom labels and other materials; shows awareness that a word is made up of letters
6.PK.4 Experiment with writing tools and materials in response to literature.	LKS 9-1 Develops Emergent Writing <u>Pre-K:</u> Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to copy simple words from classroom labels and other materials; shows awareness that a word is made up of letters
6.PK.5 Share drawings with others as a response to an expository text.	LKS 9-1 Develops Emergent Writing <u>Pre-K:</u> Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to copy simple words from classroom labels and other materials; shows awareness that a word is made up of letters
6.PK.6 Share ideas and opinions for class writing.	ATL 1-6 Thinks with Creativity & Flexibility <u>Pre-K:</u> Able to transition thinking and behavior, such as during group play in response to a friend's suggestion or idea; generates creative ideas, suggestions
6.PK.7 Dictate words, phrases, or sentences to an adult recording on paper.	LC 7-2 Develops Expressive Communication <u>Pre-K:</u> Asks questions and communicates information using increasing detail and more complex words; uses multiple clauses in sentences (e.g., if/then, what/then); connects phrases and sentences to build ideas
6.PK.9a Organize ideas, through group discussion, with teacher assistance for the purpose of group research.	ATL 1-6 Thinks with Creativity & Flexibility <u>Pre-K:</u> Able to transition thinking and behavior, such as during group play in response to a friend's suggestion or idea; generates creative ideas, suggestions
6.PK.9b Identify and explore an area of interest.	ATL 1-5 Shows Initiative <u>Pre-K:</u> Makes and conveys choices to friends and teachers
6.PK.9c Use, with teacher assistance, a variety of sources to obtain information.	LKS 8-1 Develops Early Literacy <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story
Content Standard 7.0: Listening	
7.PK.1a Listen for a variety of purposes with increasing attention span.	LC 7-1 Develops Receptive Communication <u>Pre-K:</u> Follows class rules and routines; can follow multi-step directions of increasing complexity; listens to stories, directions, and conversations

7.PK.1b Listen to and follow a two-step oral direction with the use of formal and informal language.	LC 7-1 Develops Receptive Communication <u>Pre-K:</u> Follows class rules and routines; can follow multi-step directions of increasing complexity; listens to stories, directions, and conversations
7.PK.2 Listen and respond appropriately to stories and group discussions.	LKS 8-1 Develops Early Literacy <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story
7.PK.3 Listen with increasing attention span to gain new vocabulary.	LC 7-4 Expands Vocabulary <u>Pre-K:</u> Asks questions about new words; uses new words on a regular basis; shows growth in number of words or signs used in conversation with others; asks meanings of words; understands that some words mean the same thing and some words are opposites (e.g., house/home and big/little)
7.PK.5 Engage in conversation and sometimes follow conversational rules.	LC 7-6 Learns Conversation Structure <u>Pre-K:</u> Participates in multi-turn conversations with friends and adults; mirrors tone, volume and tense; uses verbal and nonverbal conversational rules (e.g., takes turns, eye contact, loud and soft voice as appropriate, etc.); connects phrases and sentences to build ideas
Content Standard 8.0: Speaking	
8.PK.1 Speak with increasing clarity, ease and accuracy, and give clear directions.	LC 7-2 Develops Expressive Communication <u>Pre-K:</u> Asks questions and communicates information using increasing detail and more complex words; uses multiple clauses in sentences (e.g., if/then, what/then); connects phrases and sentences to build ideas
8.PK.2 Use and expand vocabulary to describe feelings, experiences, observations and ideas.	LC 7-4 Expands Vocabulary <u>Pre-K:</u> Asks questions about new words; uses new words on a regular basis; shows growth in number of words or signs used in conversation with others; asks meanings of words; understands that some words mean the same thing and some words are opposites (e.g., house/home and big/little)
8.PK.3a Engage in dramatic play to convey experiences, feelings, ideas, or stories.	CCA 21-4 Participates in Dramatic Play <u>Pre-K:</u> Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers
8.PK.3b Speak in complete sentences using at least three words.	LC 7-2 Develops Expressive Communication <u>Pre-K:</u> Asks questions and communicates information using increasing detail and more complex words; uses multiple clauses in sentences (e.g., if/then, what/then); connects phrases and sentences to build ideas
8.PK.4a Initiate conversation and respond to others.	LC 7-2 Develops Expressive Communication <u>Pre-K:</u> Asks questions and communicates information using increasing detail and more complex words; uses multiple clauses in sentences (e.g., if/then, what/then); connects phrases and sentences to build ideas
8.PK.4b Share ideas and information from personal and share group experiences.	LC 7-2 Develops Expressive Communication <u>Pre-K:</u> Asks questions and communicates information using increasing detail and more complex words; uses multiple

	clauses in sentences (e.g., if/then, what/then); connects phrases and sentences to build ideas
8.PK.4c Ask and answer simple questions.	LC 7-6 Learns Conversation Structure <u>Pre-K:</u> Participates in multi-turn conversations with friends and adults; mirrors tone, volume and tense; uses verbal and nonverbal conversational rules (e.g., takes turns, eye contact, loud and soft voice as appropriate, etc.); connects phrases and sentences to build ideas
8.PK.5 Use language to repeat simple stories, songs and rhymes, or to relate experiences.	LC 7-2 Develops Expressive Communication <u>Pre-K:</u> Asks questions and communicates information using increasing detail and more complex words; uses multiple clauses in sentences (e.g., if/then, what/then); connects phrases and sentences to build ideas

Social Studies/Social Emotional	
Content Standard H1: People, Cultures, and Civilizations	
H1.PK.1 Children begin to complete simple tasks together.	SED 6-3 Cooperates with Peers <u>Pre-K:</u> Engages in play that requires cooperation with other children, including games with rules; recognizes negative behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language
H1.PK.2 Be exposed to stories of family members, local residents, and prominent figures.	SS 16-4 Learns about Community Roles and Jobs <u>Pre-K:</u> Learns about community helpers; studies different types of careers and jobs; understands the need for various roles in a society; learns about important contributions of historical figures
H1.PK.3 Share information about their family practices, customs, and culture.	SED 4-1 Develops Awareness of Self <u>Pre-K:</u> Recognizes similarities and differences between self and others (e.g., gender, physical characteristics, likes/dislikes); identifies self as part of a group, (e.g., family, community, culture, faith, class)
Content Standard H2: Nation Building & Development	
H2.PK.1 Begin to recognize that problems can occur in groups.	SS 16-4 Learns about Community Roles and Jobs <u>Pre-K:</u> Learns about community helpers; studies different types of careers and jobs; understands the need for various roles in a society; learns about important contributions of historical figures
Content Standard H3: Social Responsibility & Change	
H3.PK.1 Begin to understand that differences exist between home and school.	SED 4-1 Develops Awareness of Self <u>Pre-K:</u> Recognizes similarities and differences between self and others (e.g., gender, physical characteristics, likes/dislikes); identifies self as part of a group, (e.g., family, community, culture, faith, class)
Content Standard G5: The World in Spatial Terms	

G5.PK.1 Identify direction and location (e.g., up/down and above/below).	CM 12-2 Develops Spatial Awareness <u>Pre-K:</u> Uses location words (in, on, under, etc.); uses standard or nonstandard units of measurement to determine length, height, capacity etc. of object(s); compares length, height, capacity of a container, such as how many scoops are needed to fill a bucket
Content Standard G6: Places & Regions	
G6.PK.1 Identify different areas of the classroom and home.	SS 16-3 Explores Geography <u>Pre-K:</u> Learns about how the local community is a part of a broader world, such as state and country; may study maps to learn about far-away cultures
G6.PK.2 Begin to recognize characteristics that make them unique.	SED 4-1 Develops Awareness of Self <u>Pre-K:</u> Recognizes similarities and differences between self and others (e.g., gender, physical characteristics, likes/dislikes); identifies self as part of a group, (e.g., family, community, culture, faith, class)
G6.PK.3 Identify numbers and letters related to his/her address.	SED 4-1 Develops Awareness of Self <u>Pre-K:</u> Recognizes similarities and differences between self and others (e.g., gender, physical characteristics, likes/dislikes); identifies self as part of a group, (e.g., family, community, culture, faith, class)
Content Standard G7: Human Systems	
G7.PK.1 Begin to understand that people move to other places.	SS 16-3 Explores Geography <u>Pre-K:</u> Learns about how the local community is a part of a broader world, such as state and country; may study maps to learn about far-away cultures
Content Standard G8: Environment & Society	
G8.PK.1 Identify weather conditions (e.g. rain, sunshine, snow, fog).	CS 15-2 Develops an Understanding of and Care for the Natural World <u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things
Content Standard Ec9: The Market Economy	
Ec9.PK.1 Begin to understand that resources can be limited (e.g., turning off the water and lights when not using).	SS 16-5 Learns about Government and Economics <u>Pre-K:</u> Demonstrates a growing awareness of community rules and types of governance; learns about how money is used to obtain goods or services; learns about different types of money, including coins, paper bills, checks, credit cards, and digital transactions
Ec9.PK.2 Demonstrate the role of different jobs in the community.	SS 16-4 Learns about Community Roles and Jobs <u>Pre-K:</u> Learns about community helpers; studies different types of careers and jobs; understands the need for various roles in a society; learns about important contributions of historical figures
Content Standard Ec10: The US Economy as a Whole	

Ec10.PK.1 Demonstrate the role of consumers and understand that money is exchanged for goods and/or services.	SS 16-5 Learns about Government and Economics <u>Pre-K:</u> Demonstrates a growing awareness of community rules and types of governance; learns about how money is used to obtain goods or services; learns about different types of money, including coins, paper bills, checks, credit cards, and digital transactions
Content Standard Ec11: The Dynamic Economy	
Ec10.PK.1 Decide between two choices involving classroom resources.	ATL 1-5 Shows Initiative <u>Pre-K:</u> Makes and conveys choices to friends and teachers
Content Standard C13: Citizenship and the Law (Rules & Laws, Rights, Responsibilities, Symbols)	
C13.PK.1 Follow classroom and school rules.	ATL 2-2 Shows Responsibility <u>Pre-K:</u> Follows class rules; treats classroom property appropriately; puts objects away properly; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege
C13.PK.2 Participate in group decision making.	SED 6-3 Cooperates with Peers <u>Pre-K:</u> Engages in play that requires cooperation with other children, including games with rules; recognizes negative behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language
Content Standard C16: Global Relations	
C16.PK.1 Identify their teacher and peers by name.	SED 5-1 Bonds with Adults <u>Pre-K:</u> Establishes secure relationships with adults; offers to help adult with a task; seeks guidance from trusted adults
	SED 6-2 Bonds with Peers <u>Pre-K:</u> Shows affection for friends; may have a favorite friend; knows some likes or dislikes of peers; participates in group song, dance, acting/role-play
Content Standard 1.0: Self-Confidence	
1.PK.1a Make independent choices from diverse interest centers or activities.	ATL 1-5 Shows Initiative <u>Pre-K:</u> Makes and conveys choices to friends and teachers
1.PK.1b Select materials to use for individual expression.	CCA 21-1 Explores Art Media <u>Pre-K:</u> Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes
1.PK.2a Express ideas for activities; initiate and participate in discussions with teachers or peers.	ATL 1-6 Thinks with Creativity & Flexibility <u>Pre-K:</u> Able to transition thinking and behavior, such as during group play in response to a friend's suggestion or idea; generates creative ideas, suggestions
1.PK.2b Acknowledge actions and accomplishments verbally and nonverbally.	SED 4-2 Becomes Confident <u>Pre-K:</u> Shows pride in accomplishments; develops positive self-image: awareness of self as having certain abilities, preferences, characteristics

1.PK.3 Re-engage in a task or activity after experiencing disappointment, frustration, or failure.	ATL 1-3 Is Persistent <u>Pre-K:</u> Completes reasonable tasks despite frustration, either by persisting independently or seeking help from a friend or adult
Content Standard 2.0: Self-Direction	
2.PK.1a Separate easily from parents(s)/caregivers(s)/significant adult(s).	SED 5-1 Bonds with Adults <u>Pre-K:</u> Establishes secure relationships with adults; offers to help adult with a task; seeks guidance from trusted adults
2.PK.1b Move through routines and activities with minimal adult/teacher direction.	ATL 2-1 Understands Routines <u>Pre-K:</u> Anticipates daily routines, such as meal time, clean-up time, etc.; transitions smoothly when instructed it is time to do something else
2.PK.2 Demonstrate self-help skills (e.g., put blocks away, pour juice, use soap when washing hands).	PMP 19-2 Develops Self-Care Skills <u>Pre-K:</u> Knows to wash hands with soap before eating, after toileting, and after wiping nose; independently brushes teeth; shows preference for certain clothing and prefers to dress and undress self; able to zip, button, and snap; may be able to tie shoes
2.PK.3a Use toys and materials with care.	ATL 2-2 Shows Responsibility <u>Pre-K:</u> Follows class rules; treats classroom property appropriately; puts objects away properly; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege
2.PK.3b Clean up or put away toys and materials when finished.	ATL 2-2 Shows Responsibility <u>Pre-K:</u> Follows class rules; treats classroom property appropriately; puts objects away properly; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege
Content Standard 3.0: Identification and Expression of Feelings	
3.PK.1 Identify a range of feelings (e.g., sadness, anger, fear, and happiness).	SED 3-1 Expresses Emotion <u>Pre-K:</u> Expresses a range of emotions; says how he/she is feeling and why; identifies emotions in photos (e.g., happy, sad, or confused)
3.PK.2a Express feelings, needs or wants in appropriate ways.	SED 3-1 Expresses Emotion <u>Pre-K:</u> Expresses a range of emotions; says how he/she is feeling and why; identifies emotions in photos (e.g., happy, sad, or confused)
3.PK.2b Demonstrate awareness of feelings of others (e.g., gets blanket for friend and comforts him/her when he/she feels sad).	SED 6-1 Builds Empathy <u>Pre-K:</u> Shares in the joy of others; expresses sadness when another adult or child is sad
Content Standard 4.0: Interactions with other children and adults	
4.PK.1a Demonstrate appropriate affection for teachers and friends.	SED 5-1 Bonds with Adults <u>Pre-K:</u> Establishes secure relationships with adults; offers to help adult with a task; seeks guidance from trusted adults
	SED 6-2 Bonds with Peers <u>Pre-K:</u> Shows affection for friends; may have a favorite friend; knows some likes or dislikes of peers; participates in group song, dance, acting/role-play

4.PK.1b Express common courtesy to others (e.g., saying “thank you”, “please” and “excuse me”, or passing a plate of cookies).	LC 7-6 Learns Conversation Structure <u>Pre-K:</u> Participates in multi-turn conversations with friends and adults; mirrors tone, volume and tense; uses verbal and nonverbal conversational rules (e.g., takes turns, eye contact, loud and soft voice as appropriate, etc.); connects phrases and sentences to build ideas
4.PK.1c Respect rights and belongings of others (e.g., “It is my turn to use the bike, but you can have the bike when I am finished”).	ATL 2-2 Shows Responsibility <u>Pre-K:</u> Follows class rules; treats classroom property appropriately; puts objects away properly; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege
4.PK.1d Demonstrate problem-solving skills (e.g. ask for help from an adult, talk about problems, talk about feelings relating to problems, and negotiate solutions).	CS 14-1 Solves Problems <u>Pre-K:</u> Uses creative solutions to reach goals; experiments with objects such as puzzles or blocks to build structures to solve problems
4.PK.1e Be able to say and respond to first and last name.	SED 4-1 Develops Awareness of Self <u>Pre-K:</u> Recognizes similarities and differences between self and others (e.g., gender, physical characteristics, likes/dislikes); identifies self as part of a group, (e.g., family, community, culture, faith, class)
4.PK.1f Be able to say parent’s or caregiver’s name.	SED 4-1 Develops Awareness of Self <u>Pre-K:</u> Recognizes similarities and differences between self and others (e.g., gender, physical characteristics, likes/dislikes); identifies self as part of a group, (e.g., family, community, culture, faith, class)
Content Standard 5.0: Pro-Social Behaviors	
5.PK.1a Play independently	ATL 1-5 Shows Initiative <u>Pre-K:</u> Makes and conveys choices to friends and teachers
5.PK.1b Play in pairs and small groups.	SED 6-2 Bonds with Peers <u>Pre-K:</u> Shows affection for friends; may have a favorite friend; knows some likes or dislikes of peers; participates in group song, dance, acting/role-play
5.PK.1c Engage in dramatic play.	CCA 21-4 Participates in Dramatic Play <u>Pre-K:</u> Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers
5.PK.1d Initiate play, or enter into play with a group of children already playing.	SED 6-2 Bonds with Peers <u>Pre-K:</u> Shows affection for friends; may have a favorite friend; knows some likes or dislikes of peers; participates in group song, dance, acting/role-play
5.PK.2a Participate in cooperative groups to complete a task.	SED 6-3 Cooperates with Peers <u>Pre-K:</u> Engages in play that requires cooperation with other children, including games with rules; recognizes negative behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language
5.PK.2b Take turns with teacher support.	SED 6-3 Cooperates with Peers <u>Pre-K:</u> Engages in play that requires cooperation with other children, including games with rules; recognizes negative behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language

5.PK.2c Share some of the time.	SED 6-3 Cooperates with Peers <u>Pre-K:</u> Engages in play that requires cooperation with other children, including games with rules; recognizes negative behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language
Content Standard 6.0: Attending and Focusing Skills	
6.PK.1a Attend to a task for at least 10 minutes.	ATL 1-1 Is Attentive <u>Pre-K:</u> Pays attention during story time and other teacher-led activities such as circle time; focuses on an activity for 15 or more minutes
6.PK.1b Move on to next activity without exhibiting signs of stress.	ATL 1-6 Thinks with Creativity & Flexibility <u>Pre-K:</u> Able to transition thinking and behavior, such as during group play in response to a friend's suggestion or idea; generates creative ideas, suggestions
6.PK.1c Use verbal and non-verbal conversation skills (e.g., listening, letting a person finish speaking before taking a turn, staying with one topic, maintaining eye contact, etc.).	LC 7-6 Learns Conversation Structure <u>Pre-K:</u> Participates in multi-turn conversations with friends and adults; mirrors tone, volume and tense; uses verbal and nonverbal conversational rules (e.g., takes turns, eye contact, loud and soft voice as appropriate, etc.); connects phrases and sentences to build ideas
6.PK.1d Demonstrate ability to delay gratification to complete a larger task.	SED 3-2 Manages Feelings & Demonstrates Self-Control <u>Pre-K:</u> Has methods for coping with intense feelings (getting a comfort item; using words; counting to 5); seeks adult assistance in intense situations; is learning to control impulses and emotions; is able to wait turn

Creative Expression	
Content Standard 1.0: Creative Thinking- Approaches to Learning through Creativity	
1.PK.1 Use a variety of approaches to solving problems.	CS 14-1 Solves Problems <u>Pre-K:</u> Uses creative solutions to reach goals; experiments with objects such as puzzles or blocks to build structures to solve problems
1.PK.2 Use a variety of approaches to solving interpersonal problems in the classroom.	SED 6-3 Cooperates with Peers <u>Pre-K:</u> Engages in play that requires cooperation with other children, including games with rules; recognizes negative behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language
1.PK.3 Adapt environment or abilities to reach a motor challenge, such as climbing or reaching an object.	ATL 1-6 Thinks with Creativity & Flexibility <u>Pre-K:</u> Able to transition thinking and behavior, such as during group play in response to a friend's suggestion or idea; generates creative ideas, suggestions
Content Standard 2.0: Creative Thinking- Approaches to Learning through Motivation and Persistence	
2.PK.1 Select progressively more challenging tasks.	SED 4-2 Becomes Confident

	<u>Pre-K</u> : Shows pride in accomplishments; develops positive self-image: awareness of self as having certain abilities, preferences, characteristics
2.PK.2a Demonstrate ability to delay gratification to complete a larger task.	SED 3-2 Manages Feelings & Demonstrates Self-Control <u>Pre-K</u> : Has methods for coping with intense feelings (getting a comfort item; using words; counting to 5); seeks adult assistance in intense situations; is learning to control impulses and emotions; is able to wait turn
2.PK.2b Express satisfaction when accomplishing a task and achieving a goal.	SED 4-2 Becomes Confident <u>Pre-K</u> : Shows pride in accomplishments; develops positive self-image: awareness of self as having certain abilities, preferences, characteristics
2.PK.3 Demonstrate persistence by trying again when faced with challenges.	ATL 1-3 Is Persistent <u>Pre-K</u> : Completes reasonable tasks despite frustration, either by persisting independently or seeking help from a friend or adult
Content Standard 3.0: Creative Thinking- Making Connections	
3.PK.1 Combine objects in a variety of ways.	CS 13-1 Explores Objects <u>Pre-K</u> : Identifies all 5 senses (smell, sight, sound, touch, taste) and uses them to explore objects in the environment; observes objects using tools such as color paddles, prisms and magnifying glasses
3.PK.2 Categorize experiences, people and ideas in a variety of ways.	CS 13-2 Classifies or Sorts Objects <u>Pre-K</u> : Compares objects based on attributes, such as weight, odor, color, texture, function or sound
3.PK.3 Create stories and scenarios by combining experiences and ideas.	ATL 1-6 Thinks with Creativity & Flexibility <u>Pre-K</u> : Able to transition thinking and behavior, such as during group play in response to a friend's suggestion or idea; generates creative ideas, suggestions
Content Standard 1.0: Music and Movement – Singing	
1.PK.1 Make a variety of sounds with their voices.	LC 7-2 Develops Expressive Communication <u>Pre-K</u> : Asks questions and communicates information using increasing detail and more complex words; uses multiple clauses in sentences (e.g., if/then, what/then); connects phrases and sentences to build ideas
1.PK.2 Create and sing chants.	LC 7-3 Develops Phonemic Awareness <u>Pre-K</u> : Can “clap” syllables in words; recognizes words that rhyme, associates sounds with letters and words; recognizes alliteration (words that start with the same sound)
1.PK.3a Recognize and select a variety of simple songs, finger plays, musical games, and musical activities alone and with others.	LC 7-3 Develops Phonemic Awareness <u>Pre-K</u> : Can “clap” syllables in words; recognizes words that rhyme, associates sounds with letters and words; recognizes alliteration (words that start with the same sound)
1.PK.3b Select and recognize a variety of songs from diverse cultures.	SS 16-1 Explores Cultures <u>Pre-K</u> : Is learning that there are many different cultures and that people express culture in their dress, food, art, and work
Content Standard 2.0: Music and Movement - Playing Instruments	

2.PK.1 Play and identify a variety of musical instruments.	CCA 21-2 Explores Music <u>Pre-K:</u> Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.
2.PK.2 Participate in a rhythm instrument band.	CCA 21-2 Explores Music <u>Pre-K:</u> Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.
2.PK.4 Accompany simple music with rhythm instruments or clapping.	CCA 21-2 Explores Music <u>Pre-K:</u> Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.
Content Standard 3.0: Music and Movement - Improvisation	
3.PK.1 Improvise simple songs and rhythmic patterns using voice, body or instrument.	CCA 21-3 Explores Movement and Dance <u>Pre-K:</u> Begins to show individual expression in creative movement activities
3.PK.3 Take familiar songs and change the words, feelings, sound of voice or dynamics.	CCA 21-3 Explores Movement and Dance <u>Pre-K:</u> Begins to show individual expression in creative movement activities
Content Standard 6.0: Music and Movement - Listening	
6.PK.1 Identify simple elements of music such as loud/soft and fast/slow.	CCA 21-2 Explores Music <u>Pre-K:</u> Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.
Content Standard 7.0: Music and Movement - Evaluation	
7.PK.2 Demonstrate a preference in music.	CCA 21-2 Explores Music <u>Pre-K:</u> Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.
Content Standard 8.0: Music and Movement - Application to Life	
8.PK.2 Demonstrate math and language skills while participating in music.	CCA 21-2 Explores Music <u>Pre-K:</u> Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.
Content Standard 9.0: Music and Movement - Cultural and Historical Connections	
9.PK.1 Experience music from different cultures.	SS 16-1 Explores Cultures <u>Pre-K:</u> Is learning that there are many different cultures and that people express culture in their dress, food, art, and work
Content Standard 10.0: Music and Movement - Cross-curricular	
10.PK.1a Move in a variety of ways to music to reinforce physical	CCA 21-3 Explores Movement and Dance <u>Pre-K:</u> Begins to show individual expression in creative movement activities

development basic movements (e.g., over, under, in, out, in and between).	
10.PK.1b Move with and without music using a variety of props such as scarves, balloons, hoops, etc.	CCA 21-3 Explores Movement and Dance <u>Pre-K:</u> Begins to show individual expression in creative movement activities
10.PK.1c Respond to changes in tempo.	CCA 21-3 Explores Movement and Dance <u>Pre-K:</u> Begins to show individual expression in creative movement activities
Content Standard 1.0: Dramatic Play	
1.PK.1 Act out a role observed in his/her life experiences; for instance, mother, baby, doctor.	CCA 21-4 Participates in Dramatic Play <u>Pre-K:</u> Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers
1.PK.2a Make up new roles from experiences and familiar stories.	CCA 21-4 Participates in Dramatic Play <u>Pre-K:</u> Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers
1.PK.2b Direct peers and/or follow directions from peers in creating dramatic play scenarios.	CCA 21-4 Participates in Dramatic Play <u>Pre-K:</u> Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers
1.PK.3 Act out roles that involve another child(ren) in related role; for instance, mother and baby, grocer and shopper.	CCA 21-4 Participates in Dramatic Play <u>Pre-K:</u> Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers
1.PK.6 Use available materials as either realistic or symbolic props as part of dramatic play.	CCA 21-4 Participates in Dramatic Play <u>Pre-K:</u> Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers
1.PK.7 Use dress-up clothes or costumes and other props in dramatic play.	CCA 21-4 Participates in Dramatic Play <u>Pre-K:</u> Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers
Content Standard 2.0: Dramatic Play	
2.PK.1 Distinguish between persons, animals, and objects by identifying characteristics (e.g., the sounds animals make).	CCA 21-4 Participates in Dramatic Play <u>Pre-K:</u> Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers
2.PK.2 Imitate roles observed in child's life experiences.	CCA 21-4 Participates in Dramatic Play <u>Pre-K:</u> Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers
2.PK.3 Assume the role of a familiar person or thing and talk in the language/ tone appropriate for that person or thing.	CCA 21-4 Participates in Dramatic Play <u>Pre-K:</u> Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers
Content Standard 3.0: Dramatic Play	
3.PK.3 Differentiate between pretend and real.	CCA 21-4 Participates in Dramatic Play

	<u>Pre-K:</u> Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers
Content Standard 4.0: Dramatic Play	
4.PK.1 Begin to understand and identify similarities and differences between dramatic characters and real people.	CCA 21-4 Participates in Dramatic Play <u>Pre-K:</u> Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers
Content Standard 5.0: Dramatic Play	
5.PK.1 Use music, movement, and visual arts in dramatic play.	CCA 21-4 Participates in Dramatic Play <u>Pre-K:</u> Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers
5.PK.3 Use language arts, math, science, and other disciplines in dramatic play (e.g., finger plays, counting, grocery store, life cycles).	CCA 21-4 Participates in Dramatic Play <u>Pre-K:</u> Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers
Content Standard 1.0: Visual Arts: Knowledge	
1.PK.3 Use a variety of media, techniques, and processes in art activities that are of the child's creation without a model.	CCA 21-1 Explores Art Media <u>Pre-K:</u> Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes
Content Standard 2.0: Visual Arts - Content	
2.PK.4 Identify color, shape, and texture through art experiences.	CCA 21-1 Explores Art Media <u>Pre-K:</u> Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes
Content Standard 3.0: Visual Arts - Content	
3.PK.1 Recognize various art forms (e.g., photographs, statues, paintings, and drawings).	CCA 21-1 Explores Art Media <u>Pre-K:</u> Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes
3.PK.2 Create works that express or represent experiences, ideas, feelings, and fantasy using various media.	CCA 21-1 Explores Art Media <u>Pre-K:</u> Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes
Content Standard 4.0: Visual Arts - Context	
4.PK.3 Create a work of art that expands on an experience, such as after a field trip or as a part of a cultural event.	CCA 21-1 Explores Art Media <u>Pre-K:</u> Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes
Content Standard 5.0: Visual Arts - Interpretation	

5.PK.1 Recognize their own and others' artwork.	CCA 21-1 Explores Art Media <u>Pre-K:</u> Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes
5.PK.2 Demonstrate respect for the artwork of others.	CCA 21-1 Explores Art Media <u>Pre-K:</u> Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes
5.PK.3 Describe or respond to their own creative work or the creative work of others.	CCA 21-1 Explores Art Media <u>Pre-K:</u> Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes
Content Standard 6.0: Visual Arts - Cross-Curricular	
6.PK.1 Use visual arts as a means to express their feelings, thoughts, knowledge and skills in content areas such as language arts, science, and math.	CCA 21-1 Explores Art Media <u>Pre-K:</u> Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes
6.PK.2 Use visual arts in dramatic play, music, and movement activities.	CCA 21-1 Explores Art Media <u>Pre-K:</u> Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes

Physical Development & Health Education	
Content Standard 1.0: Development of Motor Skills	
1.PK.1 Identify the basic vocabulary of simple movement patterns (e.g., walk, run, jump, hop, climb, etc.).	LC 7-4 Expands Vocabulary <u>Pre-K:</u> Asks questions about new words; uses new words on a regular basis; shows growth in number of words or signs used in conversation with others; asks meanings of words; understands that some words mean the same thing and some words are opposites (e.g., house/home and big/little)
Content Standard 2.0: Movement Forms	
2.PK.1 Demonstrate a basic form in walking, running, climbing, jumping, hopping, and walking up and down stairs.	PMP 17-5 Develops Large Motor Coordination Skills <u>Pre-K:</u> Walks up and down stairs with alternating feet; can pedal a tricycle, climb a ladder, and or swing without assistance; can kick, throw, bounce or catch a ball; skips or claps
2.PK.2 Perform a variety of large motor skills (e.g., throw a ball in purposeful direction, attempt to catch a large ball).	PMP 17-5 Develops Large Motor Coordination Skills <u>Pre-K:</u> Walks up and down stairs with alternating feet; can pedal a tricycle, climb a ladder, and or swing without assistance; can kick, throw, bounce or catch a ball; skips or claps
2.PK.3 Balance on one foot for at least five seconds.	PMP 17-2 Develops Lower Body Strength <u>3-Year Old:</u> Runs; jumps; hops; balances on 1 foot for up to 3 seconds <u>Pre-K:</u> Can jump forward several times without falling

Content Standard 3.0: Dance	
3.PK.1 Demonstrate locomotor movements such as up, down, forward, and backward.	CCA 21-3 Explores Movement and Dance <u>3-Year Old:</u> Participates in dance or creative movement activities <u>Pre-K:</u> Begins to show individual expression in creative movement activities
3.PK.2 Demonstrate the ability to follow basic movements (e.g., over, under, in, out, in between).	CCA 21-3 Explores Movement and Dance <u>3-Year Old:</u> Participates in dance or creative movement activities <u>Pre-K:</u> Begins to show individual expression in creative movement activities
Content Standard 4.0: Health Enhancing Lifestyle	
4.PK.1 Engage in daily moderate to vigorous physical activity.	PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times <u>Pre-K:</u> Can play for up to an hour of gross motor activity; is graduating off afternoon nap; understands the importance of exercise
Content Standard 5.0: Personal Responsibility	
5.PK.1 Participate appropriately during physical activities.	SED 6-3 Cooperates with Peers <u>Pre-K:</u> Engages in play that requires cooperation with other children, including games with rules; recognizes negative behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language
5.PK.2 Demonstrate turn taking and cooperation during physical activities.	SED 6-3 Cooperates with Peers <u>Pre-K:</u> Engages in play that requires cooperation with other children, including games with rules; recognizes negative behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language
5.PK.3 Interact positively with others regardless of personal differences (e.g., skill level, gender, race, and disability).	SED 6-3 Cooperates with Peers <u>Pre-K:</u> Engages in play that requires cooperation with other children, including games with rules; recognizes negative behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language
5.PK.4 Participate in multi-cultural activities that enhance physical development (e.g., dance, games, and activities).	SS 16-1 Explores Cultures <u>Pre-K:</u> Is learning that there are many different cultures and that people express culture in their dress, food, art, and work
Content Standard 6.0: Fine Motor Skills	
6.PK.1 Demonstrate skills in eye-hand coordination (e.g., stacking, sorting, lacing toys, stringing beads, reproducing basic patterns, complete six-piece puzzle, Legos and peg-boards).	PMP 18-2 Develops Fine Hand-Eye Coordination <u>Pre-K:</u> Works with fine motor manipulatives, such as jigsaw puzzles or beads; ties knots and loops; uses a keyboard
6.PK.2 Demonstrate the muscle strength, dexterity, and control needed to manipulate items (e.g.,	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills

scissors, writing utensil, paint brushes, play dough, buttons/snaps, etc.).	<u>Pre-K:</u> Holds a crayon or marker using a tripod grasp; strings beads; cuts with scissors; has established right- or left-handedness
6.PK.3 Use fingered or tripod grasp with drawing, painting or writing instruments.	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills <u>Pre-K:</u> Holds a crayon or marker using a tripod grasp; strings beads; cuts with scissors; has established right- or left-handedness
Content Standard 1.0: Core Concepts-Health Promotion/Disease Prevention	
1.PK.1 Demonstrate personal hygiene skills (e.g., hand washing, independent toileting, etc.).	PMP 19-2 Develops Self-Care Skills <u>Pre-K:</u> Knows to wash hands with soap before eating, after toileting, and after wiping nose; independently brushes teeth; shows preference for certain clothing and prefers to dress and undress self; able to zip, button, and snap; may be able to tie shoes
1.PK.2 Identify basic anatomy (e.g., eyes, nose, arms, legs, etc.).	LC 7-4 Expands Vocabulary <u>Pre-K:</u> Asks questions about new words; uses new words on a regular basis; shows growth in number of words or signs used in conversation with others; asks meanings of words; understands that some words mean the same thing and some words are opposites (e.g., house/home and big/little)
1.PK.3 Identify healthy foods.	PMP 20-1 Learns about Nutrition <u>Pre-K:</u> Understands the difference between healthy and unhealthy food; eats a variety of nutritious foods; is willing to try foods with various tastes, colors, and textures
1.PK.5 Identify some safety rules (e.g., fire safety, traffic/pedestrian safety, dangerous objects/substances/activities, etc.).	PMP 20-2 Learns Safety Rules <u>Pre-K:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions
1.PK.6 Demonstrate basic disease prevention skills (e.g., cover mouth/nose when sneezing/coughing, hand washing, etc.).	PMP 19-2 Develops Self-Care Skills <u>Pre-K:</u> Knows to wash hands with soap before eating, after toileting, and after wiping nose; independently brushes teeth; shows preference for certain clothing and prefers to dress and undress self; able to zip, button, and snap; may be able to tie shoes
1.PK.7 Recognize community health and safety helpers (e.g., police, firefighters, doctors).	SS 16-4 Learns about Community Roles and Jobs <u>Pre-K:</u> Learns about community helpers; studies different types of careers and jobs; understands the need for various roles in a society; learns about important contributions of historical figures
1.PK.8 Identify the basic need for air, water, and food.	CS 15-2 Develops an Understanding of and Care for the Natural World <u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things
Content Standard 3.0: Self-management	

3.PK.1 Identify and express basic feelings (e.g., happy, sad, angry, frightened, etc.).	SED 3-1 Expresses Emotion <u>Pre-K:</u> Expresses a range of emotions; says how he/she is feeling and why; identifies emotions in photos (e.g., happy, sad, or confused)
3.PK.3 Identify potential hazards at home, school, and community, etc.).	PMP 20-2 Learns Safety Rules <u>Pre-K:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher’s instructions
Content Standard 5.0: Interpersonal Communication	
5.PK.1 Seek adult assistance when injured and/or ill.	SED 5-2 Learns from Adults <u>Pre-K:</u> Mirrors adult behavior in daily routines; seeks help or information when needed from adults

DISCLAIMER:

This Alignment Document provides information that is current as of the publication date, pursuant to the state information available at that time. If this document is out-of-date, please be aware that we are likely working on an updated version. Should you like to alert us to the need to update this alignment document pursuant to any new rules/regulations or updates, please contact us at:

contact@lifecubby.me