

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:
North Dakota Early Learning Guidelines:
Ages 3 through 5



References



North Dakota Department of Human Services. (2010). *North Dakota early learning guidelines: Ages 3 through 5*. ND: Author. Retrieved from <https://www.nd.gov/dhs/info/pubs/docs/cfs/nd-early-learning-guidelines-for-ages-3-thru-5.pdf>

North Dakota Early Learning Guidelines: Ages 3 through 5	Vine Assessments by LifeCubby
Health and Physical Development	
A. Gross Motor Development	Vine Indicators
1. Engage in a variety of large muscle physical activities (e.g., play, exercise, games)	<p>PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times <u>3-Year Old:</u> Is able to play for longer periods of time without needing to rest <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</p>
2. Increasingly control and coordinate large body/muscle movements (e.g., jumping, skipping, running, hopping, crawling, rolling)	<p>PMP 17-5 Develops Large Motor Coordination Skills <u>3-Year Old:</u> Goes upstairs and downstairs without help; can pedal a tricycle; participates in increasingly strenuous physical activities indoors and outdoors <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</p>
3. Demonstrate body awareness in relation to stationery and moving objects (e.g., avoids bumping into obstacles, can catch a bouncing ball)	<p>PMP 17-1 Develops Perception & Balance <u>3-Year Old:</u> Stands on 1 foot for about 3 seconds; jumps with two feet <u>Pre-K:</u> Stands on 1 foot for about 6 seconds; does a front roll (somersault); walks backwards without losing balance; walks heel-to-toe, on tiptoe, and on a straight line; can walk on a balance board; hops on one foot</p>
4. Exhibit strength, flexibility, and stamina/endurance when participating in exercises	<p>PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times <u>3-Year Old:</u> Is able to play for longer periods of time without needing to rest <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</p>
5. Coordinate movement in space to accommodate boundaries (e.g., walls, lines, circles, bases)	<p>PMP 17-1 Develops Perception & Balance <u>3-Year Old:</u> Stands on 1 foot for about 3 seconds; jumps with two feet <u>Pre-K:</u> Stands on 1 foot for about 6 seconds; does a front roll (somersault); walks backwards without losing balance; walks heel-to-toe, on tiptoe, and on a straight line; can walk on a balance board; hops on one foot</p>
6. Demonstrate a growing sense of balance (e.g., stands on one foot, walks on a balance beam)	<p>PMP 17-1 Develops Perception & Balance <u>3-Year Old:</u> Stands on 1 foot for about 3 seconds; jumps with two feet <u>Pre-K:</u> Stands on 1 foot for about 6 seconds; does a front roll (somersault); walks backwards without losing balance; walks heel-to-toe, on tiptoe, and on a straight line; can walk on a balance board; hops on one foot</p>
7. Combine large motor movements (e.g., kicking, catching, throwing, climbing, swinging, rolling, riding) with the use of equipment (e.g., balls, swings, tricycles, jungle gym)	<p>PMP 17-5 Develops Large Motor Coordination Skills <u>3-Year Old:</u> Goes upstairs and downstairs without help; can pedal a tricycle; participates in increasingly strenuous physical activities indoors and outdoors <u>Pre-K:</u> Walks up and down stairs with alternating feet; can pedal a tricycle, climb a ladder, and or swing without</p>

	assistance; can kick, throw, bounce or catch a ball; skips or claps
8. Perform a sequence of large motor skills	PMP 17-5 Develops Large Motor Coordination Skills <u>3-Year Old:</u> Goes upstairs and downstairs without help; can pedal a tricycle; participates in increasingly strenuous physical activities indoors and outdoors <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
9. Perform a variety of movement skills both alone and with a partner(s)	PMP 17-5 Develops Large Motor Coordination Skills <u>3-Year Old:</u> Goes upstairs and downstairs without help; can pedal a tricycle; participates in increasingly strenuous physical activities indoors and outdoors <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
10. Engages in repetitive practice of gross motor skills	PMP 17-5 Develops Large Motor Coordination Skills <u>3-Year Old:</u> Goes upstairs and downstairs without help; can pedal a tricycle; participates in increasingly strenuous physical activities indoors and outdoors <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
B. Fine Motor Development	
1. Engage in a variety of small muscle activities (e.g., drawing, painting, printing, cutting, gluing, pouring, assembling puzzles, building with blocks, manipulating play dough, lacing, stringing, tracing, writing)	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills <u>3-Year Old:</u> Works with buttons, snaps, levers, etc.; strings large beads; cuts with scissors; creases paper; plays with dough and clay <u>Pre-K:</u> Holds a crayon or marker using a tripod grasp; strings beads; cuts with scissors; has established right- or left-handedness
2. Exhibit control, strength, and dexterity in manipulating objects (e.g., zippers, buttons, snaps) and tools (e.g., pencils, crayons, scissors)	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills <u>3-Year Old:</u> Works with buttons, snaps, levers, etc.; strings large beads; cuts with scissors; creases paper; plays with dough and clay <u>Pre-K:</u> Holds a crayon or marker using a tripod grasp; strings beads; cuts with scissors; has established right- or left-handedness
3. Use eye-hand coordination to complete tasks (e.g., string beads, do puzzles, copy, trace, cut)	PMP 18-2 Develops Fine Hand-Eye Coordination <u>3-Year Old:</u> Demonstrates increasing ability to complete fine motor activities, such as putting jumbo puzzles together or stringing beads <u>Pre-K:</u> Works with fine motor manipulatives, such as jigsaw puzzles or beads; ties knots and loops; uses a keyboard
4. Move fingers individually (e.g., finger isolation)	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills

	<p><u>3-Year Old:</u> Works with buttons, snaps, levers, etc.; strings large beads; cuts with scissors; creases paper; plays with dough and clay</p> <p><u>Pre-K:</u> Holds a crayon or marker using a tripod grasp; strings beads; cuts with scissors; has established right- or left-handedness</p>
5. Explore and experiments with a variety of tools (e.g., spoons, forks, crayons, paint brushes, stapler, scissors, woodworking tools, keyboards)	<p>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</p> <p><u>3-Year Old:</u> Works with buttons, snaps, levers, etc.; strings large beads; cuts with scissors; creases paper; plays with dough and clay</p> <p><u>Pre-K:</u> Holds a crayon or marker using a tripod grasp; strings beads; cuts with scissors; has established right- or left-handedness</p>
6. Engage in repetitive practice of fine motor skills	<p>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</p> <p><u>3-Year Old:</u> Works with buttons, snaps, levers, etc.; strings large beads; cuts with scissors; creases paper; plays with dough and clay</p> <p><u>Pre-K:</u> Holds a crayon or marker using a tripod grasp; strings beads; cuts with scissors; has established right- or left-handedness</p>
C. Physical Health and Well-Being	
1. Perform basic hygiene and self-help tasks (e.g., hand washing, eating, dressing, brushing teeth, toileting, coughing into clothing, blowing congested nose)	<p>PMP 19-2 Develops Self-Care Skills</p> <p><u>3-Year Old:</u> Understands and can complete health and safety routines, such as washing hands and brushing teeth; mostly independent with dressing, including pulling up pants, putting on shoes, and putting on coat</p> <p><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</p>
2. Demonstrate strategies to prevent the spread of germs and verbalizes why they are important	<p>PMP 19-2 Develops Self-Care Skills</p> <p><u>3-Year Old:</u> Understands and can complete health and safety routines, such as washing hands and brushing teeth; mostly independent with dressing, including pulling up pants, putting on shoes, and putting on coat</p> <p><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</p>
3. Begin to differentiate between signs of hunger and fullness and stops eating when full	<p>PMP 19-1 Develops Meal Time Independence</p> <p><u>3-Year Old:</u> Is independent with eating and drinking at meal times; uses utensils; uses cup</p> <p><u>Pre-K:</u> Able to serve portions to self; uses utensils; adds own condiments, cuts food with table knife</p>
4. Exhibit knowledge about foods and nutrition (e.g., good food, junk food)	<p>PMP 20-1 Learns about Nutrition</p> <p><u>3-Year Old:</u> Is learning the role of food and nutrition in daily routines; tries different kinds of nutritious foods</p> <p><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</p>

5. Verbalize the need for exercise	<p>PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times <u>3-Year Old:</u> Is able to play for longer periods of time without needing to rest <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</p>
6. Demonstrate body awareness (e.g., names body parts)	<p>SED 4-1 Develops Awareness of Self <u>3-Year Old:</u> Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family</p>
7. Identify and understand the functions of basic body parts and systems (e.g., mouth is used to eat and talk)	<p>SED 4-1 Develops Awareness of Self <u>3-Year Old:</u> Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family</p>
8. Participate in physical activities daily	<p>PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times <u>3-Year Old:</u> Is able to play for longer periods of time without needing to rest <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</p>
9. Use language to describe movement concepts and spatial locations	<p>CM 12-2 Develops Spatial Awareness <u>3-Year Old:</u> Understands conditional locations such as over/under, inside/outside, in front/behind <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</p>
10. Understand own stages of growth (e.g., height, weight, mobility)	<p>SED 4-1 Develops Awareness of Self <u>3-Year Old:</u> Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family</p>
11. Make healthy choices (e.g., eats veggies and fruits)	<p>PMP 20-1 Learns about Nutrition <u>3-Year Old:</u> Is learning the role of food and nutrition in daily routines; tries different kinds of nutritious foods <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</p>
D. Injury Prevention and Safety	
1. Begin to recognize and respond appropriately to potentially dangerous objects and substances (e.g., medicine, poison, broken glass, matches, fireplace/campfire)	<p>PMP 20-2 Learns Safety Rules <u>3-Year Old:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions when prompted <u>Pre-K:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions</p>
2. Know rules for traffic and pedestrian safety (e.g., crossing	<p>PMP 20-2 Learns Safety Rules <u>3-Year Old:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands &</p>

street in crosswalk, buckles up in vehicle)	follows safety rules; follows teacher's instructions when prompted <u>Pre-K:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions
3. Know safe and proper use of classroom materials	PMP 20-2 Learns Safety Rules <u>3-Year Old:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions when prompted <u>Pre-K:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions
4. Know safe behaviors in the classroom (e.g., walks indoors) and on the playground (e.g., participate safely in the activities)	PMP 20-2 Learns Safety Rules <u>3-Year Old:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions when prompted <u>Pre-K:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions
5. Begin to set boundaries regarding personal safety around strangers	PMP 20-2 Learns Safety Rules <u>3-Year Old:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions when prompted <u>Pre-K:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions
6. Follow routines in emergency situations (e.g., fire and tornado drills, "lock downs," calling 911)	PMP 20-2 Learns Safety Rules <u>3-Year Old:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions when prompted <u>Pre-K:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions

Social and Emotional Development	
A. Self Concept	
1. Know own name (first and last) and age	SED 4-1 Develops Awareness of Self <u>3-Year Old:</u> Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family <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)
2. Identify own gender	SED 4-1 Develops Awareness of Self

	<p>3-Year Old: Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family</p> <p>Pre-K: 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)</p>
3. Participate in and talks about own cultural traditions	<p>SS 16-1 Explores Cultures</p> <p>3-Year Old: Learns about cultural differences, including clothing, food, art, and work</p> <p>Pre-K: Is learning that there are many different cultures and that people express culture in their dress, food, art, and work</p>
4. Show initiative and self direction	<p>ATL 1-5 Shows Initiative</p> <p>3-Year Old: Enjoys new experiences; works independently for brief periods of time without adult prompting</p> <p>Pre-K: Makes and conveys choices to friends and teachers</p>
5. Recognize own feelings/emotions	<p>SED 3-1 Expresses Emotion</p> <p>3-Year Old: Displays a range of emotions; can say how he/she is feeling (e.g., glad, sad, or mad); explores emotions through play, art, music, dance</p> <p>Pre-K: Expresses a range of emotions; says how he/she is feeling and why; identifies emotions in photos (e.g., happy, sad, or confused)</p>
6. Begin to answer, "Who am I?" (e.g., attributes various characteristics to self)	<p>SED 4-1 Develops Awareness of Self</p> <p>3-Year Old: Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family</p> <p>Pre-K: 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)</p>
7. Demonstrate self confidence, is emotionally secure	<p>SED 4-2 Becomes Confident</p> <p>3-Year Old: Is pleased to complete daily routines and learn new skills</p> <p>Pre-K: Shows pride in accomplishments; develops positive self-image: awareness of self as having certain abilities, preferences, characteristics</p>
B. Self Regulation	
1. Regulate feelings/emotions (e.g., self calming)	<p>SED 3-2 Manages Feelings & Demonstrates Self-Control</p> <p>3-Year Old: Able to cope with frustration (may need adult assistance with intense situations); is learning to control impulsive behaviors and outbursts; takes turns, such as in games</p> <p>Pre-K: 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</p>
2. Regulate physical actions (e.g., follows classroom rules and routines, uses classroom materials purposefully and respectfully, manages transitions and adapts to changes in routine)	<p>ATL 2-2 Shows Responsibility</p> <p>3-Year Old: Follows adult directives; follows class rules; does not damage materials intentionally; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege</p> <p>Pre-K: Follows class rules; treats classroom property appropriately; puts objects away properly; is able to handle</p>

	consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege
3. Understand what constitutes appropriate and inappropriate behavior in different situations (e.g., in the classroom, on the playground)	<p>ATL 2-2 Shows Responsibility <u>3-Year Old:</u> Follows adult directives; follows class rules; does not damage materials intentionally; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege <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</p>
C. Self Reliance and Resiliency	
1. Begin to take care of own emotional needs (e.g., accepts and asks for hugs and self soothes when needed)	<p>SED 3-2 Manages Feelings & Demonstrates Self-Control <u>3-Year Old:</u> Able to cope with frustration (may need adult assistance with intense situations); is learning to control impulsive behaviors and outbursts; takes turns, such as in games <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</p>
2. Begin to take care of own physical needs (e.g., when hungry eats or asks for food, when cold dresses warmer, uses lavatory as needed)	<p>PMP 19-2 Develops Self-Care Skills <u>3-Year Old:</u> Understands and can complete health and safety routines, such as washing hands and brushing teeth; mostly independent with dressing, including pulling up pants, putting on shoes, and putting on coat <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</p>
3. Use coping skills appropriately (e.g., reads body language and adjusts behavior if needed)	<p>SED 3-2 Manages Feelings & Demonstrates Self-Control <u>3-Year Old:</u> Able to cope with frustration (may need adult assistance with intense situations); is learning to control impulsive behaviors and outbursts; takes turns, such as in games <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</p>
4. Find humor in a widening variety of situations	<p>ATL 1-6 Thinks with Creativity & Flexibility <u>3-Year Old:</u> Accepts changes in routines or usual activities; accepts a twist or change in rules of a typical game; applies knowledge to a new situation <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</p>
5. Assert own rights (e.g., holds on when they have something first; speaks up if own turn is skipped)	<p>ATL 1-5 Shows Initiative <u>3-Year Old:</u> Enjoys new experiences; works independently for brief periods of time without adult prompting <u>Pre-K:</u> Makes and conveys choices to friends and teachers</p>
D. Social Competence	

1. Work with others in play and group activities (e.g., uses names, shares, takes turns, asks for help)	<p>SED 6-3 Cooperates with Peers <u>3-Year Old:</u> Cooperates with other children in play and daily activities and routines; may attempt a compromise to resolve conflict; is beginning to role-play in games; is learning to take turns <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</p>
a. Negotiate roles and tasks when working with peers	<p>SED 6-3 Cooperates with Peers <u>3-Year Old:</u> Cooperates with other children in play and daily activities and routines; may attempt a compromise to resolve conflict; is beginning to role-play in games; is learning to take turns <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</p>
2. Participate in a variety of group and individual activities, tasks, and play	<p>SED 6-3 Cooperates with Peers <u>3-Year Old:</u> Cooperates with other children in play and daily activities and routines; may attempt a compromise to resolve conflict; is beginning to role-play in games; is learning to take turns <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</p>
3. Use acceptable methods to resolves conflicts and disagreements with peers	<p>SED 6-3 Cooperates with Peers <u>3-Year Old:</u> Cooperates with other children in play and daily activities and routines; may attempt a compromise to resolve conflict; is beginning to role-play in games; is learning to take turns <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</p>
E. Interactions with Peers and Adults	
1. Begin to trust appropriately (e.g., does not hug strangers)	<p>SED 5-1 Bonds with Adults <u>3-Year Old:</u> Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems <u>Pre-K:</u> Establishes secure relationships with adults; offers to help adult with a task; seeks guidance from trusted adults</p>
2. Begin to attach appropriately (e.g., forms relationships with nurturing adults)	<p>SED 5-1 Bonds with Adults <u>3-Year Old:</u> Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems <u>Pre-K:</u> Establishes secure relationships with adults; offers to help adult with a task; seeks guidance from trusted adults</p>
3. Begin to interact with others regardless of differences	<p>SED 6-2 Bonds with Peers <u>3-Year Old:</u> Interacts positively with other children in the group; begins to make friends; may have a favorite friend</p>

	<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. Begin to respect the feelings, opinions, and perspectives of others	SED 6-3 Cooperates with Peers <u>3-Year Old:</u> Cooperates with other children in play and daily activities and routines; may attempt a compromise to resolve conflict; is beginning to role-play in games; is learning to take turns <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. Begin to understand that other people have rights (e.g., stands up for a friend)	SED 6-3 Cooperates with Peers <u>3-Year Old:</u> Cooperates with other children in play and daily activities and routines; may attempt a compromise to resolve conflict; is beginning to role-play in games; is learning to take turns <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
6. Begin to understand the concept of fairness (e.g., everyone gets a turn or a piece of fruit)	SED 6-3 Cooperates with Peers <u>3-Year Old:</u> Cooperates with other children in play and daily activities and routines; may attempt a compromise to resolve conflict; is beginning to role-play in games; is learning to take turns <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
7. Begin to participate in and talks about the cultural traditions of others	SS 16-1 Explores Cultures <u>3-Year Old:</u> Learns about cultural differences, including clothing, food, art, and work <u>Pre-K:</u> Is learning that there are many different cultures and that people express culture in their dress, food, art, and work
8. Begin to read social cues	SED 6-3 Cooperates with Peers <u>3-Year Old:</u> Cooperates with other children in play and daily activities and routines; may attempt a compromise to resolve conflict; is beginning to role-play in games; is learning to take turns <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
9. Begin to seek and/or accepts help from a peer or adult when encountering challenges (e.g., asks adult for help if something is out of reach, negotiates with peer before calling for teacher)	SED 6-3 Cooperates with Peers <u>3-Year Old:</u> Cooperates with other children in play and daily activities and routines; may attempt a compromise to resolve conflict; is beginning to role-play in games; is learning to take turns <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
10. Converse with peers and adults	LC 7-6 Learns Conversation Structure

	<p>3-Year Old: Asks questions about events that happen; shares opinions; participates in a conversation lasting 2 to 3 back-and-forths; takes turns talking; makes eye contact</p> <p>Pre-K: 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</p>
11. Begin to care for others and demonstrates a desire to be helpful (e.g., comforts a friend who is crying)	<p>SED 6-1 Builds Empathy</p> <p>3-Year Old: Recognizes the feelings of others; asks an adult for help when another child is in distress</p> <p>Pre-K: Shares in the joy of others; expresses sadness when another adult or child is sad</p>
12. Begin to develop friendships with peers	<p>SED 6-2 Bonds with Peers</p> <p>3-Year Old: Interacts positively with other children in the group; begins to make friends; may have a favorite friend</p> <p>Pre-K: Shows affection for friends; may have a favorite friend; knows some likes or dislikes of peers; participates in group song, dance, acting/role-play</p>
13. Begin to develop relationships with adults	<p>SED 5-1 Bonds with Adults</p> <p>3-Year Old: Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems</p> <p>Pre-K: Establishes secure relationships with adults; offers to help adult with a task; seeks guidance from trusted adults</p>

Approaches to Learning	
A. Initiative and Curiosity	
1. Make independent and interdependent decisions and choices	<p>ATL 1-5 Shows Initiative</p> <p>3-Year Old: Enjoys new experiences; works independently for brief periods of time without adult prompting</p> <p>Pre-K: Makes and conveys choices to friends and teachers</p>
2. Show eagerness and a sense of wonder about their world	<p>ATL 1-4 Is Curious</p> <p>3-Year Old: Shows interest in new toys or experiences; asks questions about new opportunities</p> <p>Pre-K: Shows interest in new experiences; demonstrates eagerness to learn</p>
3. Show interest in discovering and learning new things	<p>ATL 1-4 Is Curious</p> <p>3-Year Old: Shows interest in new toys or experiences; asks questions about new opportunities</p> <p>Pre-K: Shows interest in new experiences; demonstrates eagerness to learn</p>
4. Choose to participate in an increasing variety of experiences	<p>ATL 1-4 Is Curious</p> <p>3-Year Old: Shows interest in new toys or experiences; asks questions about new opportunities</p> <p>Pre-K: Shows interest in new experiences; demonstrates eagerness to learn</p>
B. Engagement and Persistence (e.g., application)	
1. Sustain attention and focus on activities	<p>ATL 1-1 Is Attentive</p>

	<p><u>3-Year Old:</u> Pays attention during story time; focuses on an activity for 10 or more minutes</p> <p><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</p>
2. Are increasingly able to plan and follow through on plans	<p>CS 14-3 Makes Plans</p> <p><u>3-Year Old:</u> Has own ideas for play time and makes plans to carry out ideas; makes choices during free time</p> <p><u>Pre-K:</u> Has own ideas on what to do during free choice time or free play, and carries out steps to follow the plan</p>
3. Persevere in completing a variety of learning experiences	<p>ATL 1-3 Is Persistent</p> <p><u>3-Year Old:</u> Continues efforts to finish a challenging activity or task, even when frustrated, with or without adult support</p> <p><u>Pre-K:</u> Completes reasonable tasks despite frustration, either by persisting independently or seeking help from a friend or adult</p>
4. Filter out/ignore most distractions and interruptions	<p>ATL 1-1 Is Attentive</p> <p><u>3-Year Old:</u> Pays attention during story time; focuses on an activity for 10 or more minutes</p> <p><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</p>
5. Apply appropriate coping skills (e.g., asks for help when needed)	<p>SED 3-2 Manages Feelings & Demonstrates Self-Control</p> <p><u>3-Year Old:</u> Able to cope with frustration (may need adult assistance with intense situations); is learning to control impulsive behaviors and outbursts; takes turns, such as in games</p> <p><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</p>
C. Flexibility and Risk Taking	
1. Use a variety of strategies to solve problems	<p>CS 14-1 Solves Problems</p> <p><u>3-Year Old:</u> Explores objects in the classroom to conduct experiments (e.g., testing objects in the water table to see if they will sink or float)</p> <p><u>Pre-K:</u> Uses creative solutions to reach goals; experiments with objects such as puzzles or blocks to build structures to solve problems</p>
2. Seek and/or accept help from others when encountering a challenge	<p>CS 14-1 Solves Problems</p> <p><u>3-Year Old:</u> Explores objects in the classroom to conduct experiments (e.g., testing objects in the water table to see if they will sink or float)</p> <p><u>Pre-K:</u> Uses creative solutions to reach goals; experiments with objects such as puzzles or blocks to build structures to solve problems</p>
3. Choose to participate in a variety of familiar and new experiences	<p>ATL 1-4 Is Curious</p> <p><u>3-Year Old:</u> Shows interest in new toys or experiences; asks questions about new opportunities</p> <p><u>Pre-K:</u> Shows interest in new experiences; demonstrates eagerness to learn</p>

4. Are increasingly able to differentiate between appropriate and inappropriate risk taking	ATL 1-5 Shows Initiative <u>3-Year Old:</u> Enjoys new experiences; works independently for brief periods of time without adult prompting <u>Pre-K:</u> Makes and conveys choices to friends and teachers
D. Imagination and Invention (e.g., creativity)	
1. Use/combine materials/strategies in novel ways to explore, play, and solve problems	ATL 1-6 Thinks with Creativity & Flexibility <u>3-Year Old:</u> Accepts changes in routines or usual activities; accepts a twist or change in rules of a typical game; applies knowledge to a new situation <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
2. Engage in pretend play taking on various roles with real or imaginary objects	CCA 21-4 Participates in Dramatic Play <u>3-Year Old:</u> Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-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
3. Explore and experiment with a wide variety of materials and activities	ATL 1-6 Thinks with Creativity & Flexibility <u>3-Year Old:</u> Accepts changes in routines or usual activities; accepts a twist or change in rules of a typical game; applies knowledge to a new situation <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
4. Explore and experiment through repeated exposure to the same or similar materials and activities	CS 13-1 Explores Objects <u>3-Year Old:</u> Asks why, where, when, how, what, and seeks answers through exploration <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
E. Compliance	
1. Follow simple directions	LC 7-1 Develops Receptive Communication <u>3-Year Old:</u> Follows adult directives; begins to follow 2-3 step instructions; understands verbal and nonverbal cues <u>Pre-K:</u> Follows class rules and routines; can follow multi-step directions of increasing complexity; listens to stories, directions, and conversations
2. Imitate	SED 5-2 Learns from Adults <u>3-Year Old:</u> Imitates behaviors demonstrated by familiar adults; may say words or phrases often said by familiar adults <u>Pre-K:</u> Mirrors adult behavior in daily routines; seeks help or information when needed from adults
3. Cooperate	ATL 2-2 Shows Responsibility <u>3-Year Old:</u> Follows adult directives; follows class rules; does not damage materials intentionally; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege

	<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. Recall/remember	ATL 1-2 Develops Memory <u>3-Year Old</u> : Recalls some elements of a story <u>Pre-K</u> : Recalls part or all of a story, including characters and main events
5. Understand/comprehend	LC 7-1 Develops Receptive Communication <u>3-Year Old</u> : Follows adult directives; begins to follow 2-3 step instructions; understands verbal and nonverbal cues <u>Pre-K</u> : Follows class rules and routines; can follow multi-step directions of increasing complexity; listens to stories, directions, and conversations
F. Reflection and Interpretation (e.g. analysis, evaluation)	
1. Are increasingly able to predict possible outcomes based upon prior experience and learning (e.g., "round objects roll down hill")	CS 14-2 Makes Predictions <u>3-Year Old</u> : Makes simple predictions about what will happen next, such as during activities or when hearing a story <u>Pre-K</u> : Able to make and test predictions (e.g., what color will we get if we mix the yellow dye and the blue dye?)
2. Apply prior experience and learning to new situations (e.g., "If I want crispy cereal, I need to eat it right after I add milk.")	ATL 1-6 Thinks with Creativity & Flexibility <u>3-Year Old</u> : Accepts changes in routines or usual activities; accepts a twist or change in rules of a typical game; applies knowledge to a new situation <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
3. Are increasingly able to generate ideas, suggestions, and possible solutions for questions, tasks, and challenges	ATL 1-6 Thinks with Creativity & Flexibility <u>3-Year Old</u> : Accepts changes in routines or usual activities; accepts a twist or change in rules of a typical game; applies knowledge to a new situation <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
4. Create, hold, and manipulate mental images of objects and people (e.g., can picture a dog running in his/her mind)	ATL 1-6 Thinks with Creativity & Flexibility <u>3-Year Old</u> : Accepts changes in routines or usual activities; accepts a twist or change in rules of a typical game; applies knowledge to a new situation <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
5. Communicate ideas, suggestions, and possible solutions to others	ATL 1-6 Thinks with Creativity & Flexibility <u>3-Year Old</u> : Accepts changes in routines or usual activities; accepts a twist or change in rules of a typical game; applies knowledge to a new situation <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

Expressive Arts and Creative Thinking	
A. Music and Dance	
1. Use a variety of media and materials for sensory experience, exploration, and creative expression	<p>CCA 21-2 Explores Music <u>3-Year Old:</u> Joins in class exploration of musical instruments; knows and sings songs; uses music across learning domains; explores with sound, melody, tone, rhythm, beat <u>Pre-K:</u> Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.</p>
2. Incorporate a variety of elements (e.g., tempo, beat, rhythm, dynamics, pitch, tone, notation, patterns, flexibility fluidity, style, synchronization, repetition, imitation)	<p>CCA 21-2 Explores Music <u>3-Year Old:</u> Joins in class exploration of musical instruments; knows and sings songs; uses music across learning domains; explores with sound, melody, tone, rhythm, beat <u>Pre-K:</u> Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.</p>
3. Apply a variety of processes (e.g., playing simple instruments, vocalizing, singing, moving, swinging, locomotion, balancing, twirling, leaping, reading musical notations, observation)	<p>CCA 21-2 Explores Music <u>3-Year Old:</u> Joins in class exploration of musical instruments; knows and sings songs; uses music across learning domains; explores with sound, melody, tone, rhythm, beat <u>Pre-K:</u> Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.</p>
4. Coordinate movement with a tempo (e.g., marching and dancing to music)	<p>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</p>
B. Visual Arts	
1. Use a variety of media and materials for sensory experience, exploration, and creative expression	<p>CCA 21-1 Explores Art Media <u>3-Year Old:</u> Uses a variety of art materials and media to convey an idea; creates something different from what other children create <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</p>
2. Incorporate a variety of elements (e.g., shape, line, color, texture, symbolism)	<p>CCA 21-1 Explores Art Media <u>3-Year Old:</u> Uses a variety of art materials and media to convey an idea; creates something different from what other children create <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</p>
3. Apply a variety of two-dimensional and three-dimensional processes (e.g., painting, printing, drawing, coloring, observation, cutting, shaping, rolling, pulling, patting,	<p>CCA 21-1 Explores Art Media <u>3-Year Old:</u> Uses a variety of art materials and media to convey an idea; creates something different from what other children create</p>

observing, imitation, patterning, repetition)	<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
4. Represent experience, thoughts, concepts, and/or ideas through visual arts	CCA 21-1 Explores Art Media <u>3-Year Old:</u> Uses a variety of art materials and media to convey an idea; creates something different from what other children create <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. Select different media and processes to express emotions and ideas	CCA 21-1 Explores Art Media <u>3-Year Old:</u> Uses a variety of art materials and media to convey an idea; creates something different from what other children create <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. Progress through developmental stages of drawing (e.g., Rhoda Kellogg's Stages of Scribbling, 1967)	CCA 21-1 Explores Art Media <u>3-Year Old:</u> Uses a variety of art materials and media to convey an idea; creates something different from what other children create <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
7. Use safe procedures when handling art materials and tools	CCA 21-1 Explores Art Media <u>3-Year Old:</u> Uses a variety of art materials and media to convey an idea; creates something different from what other children create <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
8. Use a variety of media, materials, and tools to create	CCA 21-1 Explores Art Media <u>3-Year Old:</u> Uses a variety of art materials and media to convey an idea; creates something different from what other children create <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
C. Dramatic Play and Movement	
1. Use a variety of media and materials for sensory experience, exploration, and creative expression	CCA 21-4 Participates in Dramatic Play <u>3-Year Old:</u> Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-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. Incorporate a variety of elements (e.g., character, theme, setting, idea, plot, props, costume, make-up)	CCA 21-4 Participates in Dramatic Play <u>3-Year Old:</u> Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-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

3. Apply a variety of dramatic play processes (e.g., role-play, imitation, observation, listening, giving objects attributes they do not have, personification, pretend, vocalize environmental sounds, dramatize)	<p>CCA 21-4 Participates in Dramatic Play <u>3-Year Old:</u> Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-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</p>
D. Appreciation of the Arts	
1. Use a variety of media and materials for sensory experience, exploration, and creative expression	<p>CCA 21-1 Explores Art Media <u>3-Year Old:</u> Uses a variety of art materials and media to convey an idea; creates something different from what other children create <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</p>
2. Participate in a variety of expressive arts experiences (e.g., see A. B. & C. above)	<p>CCA 21-1 Explores Art Media <u>3-Year Old:</u> Uses a variety of art materials and media to convey an idea; creates something different from what other children create <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</p>
3. Incorporate various elements and processes of each expressive/creative arts	<p>CCA 21-1 Explores Art Media <u>3-Year Old:</u> Uses a variety of art materials and media to convey an idea; creates something different from what other children create <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</p>
4. Show others and/or talk about what they have made or have done	<p>CCA 21-1 Explores Art Media <u>3-Year Old:</u> Uses a variety of art materials and media to convey an idea; creates something different from what other children create <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</p>
5. Show interest and respect for the expressive/creative work of self and others	<p>CCA 21-1 Explores Art Media <u>3-Year Old:</u> Uses a variety of art materials and media to convey an idea; creates something different from what other children create <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</p>
6. Share opinions about likes and dislikes related to expressive/creative arts	<p>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</p>
7. Share experiences, ideas, and thoughts about the expressive/creative arts	<p>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</p>

Language and Literacy	
A. Listening and Comprehension	
1. Understand verbal, English and/or home language, and non-verbal, gestures, actions, and expressions, cues	<p>LC 7-1 Develops Receptive Communication <u>3-Year Old:</u> Follows adult directives; begins to follow 2-3 step instructions; understands verbal and nonverbal cues <u>Pre-K:</u> Follows class rules and routines; can follow multi-step directions of increasing complexity; listens to stories, directions, and conversations</p>
2. Listen to understand and/or participate in stories, nonfiction, poetry, drama, rhymes, songs, directions, and conversations	<p>LC 7-1 Develops Receptive Communication <u>3-Year Old:</u> Follows adult directives; begins to follow 2-3 step instructions; understands verbal and nonverbal cues <u>Pre-K:</u> Follows class rules and routines; can follow multi-step directions of increasing complexity; listens to stories, directions, and conversations</p>
3. Listen to and recognize different sounds in the environment	<p>LC 7-3 Develops Phonemic Awareness <u>3-Year Old:</u> Can say rhymes; can give a rhyming word when prompted <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)</p>
4. Listen to and recognize different sounds in speech	<p>LC 7-3 Develops Phonemic Awareness <u>3-Year Old:</u> Can say rhymes; can give a rhyming word when prompted <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)</p>
5. Listen for a variety of purposes (e.g., to understand messages, to gain and share information, to perform a task, for enjoyment, to learn what happened in a story, to converse with an adult or peer)	<p>LC 7-1 Develops Receptive Communication <u>3-Year Old:</u> Follows adult directives; begins to follow 2-3 step instructions; understands verbal and nonverbal cues <u>Pre-K:</u> Follows class rules and routines; can follow multi-step directions of increasing complexity; listens to stories, directions, and conversations</p>
B. Speaking and Communicating	
1. Use words, in English and/or home language, or sounds and non-verbal cues, gestures, actions, and expressions, to communicate needs, ideas, experiences, and emotions	<p>LC 7-2 Develops Expressive Communication <u>3-Year Old:</u> Expresses needs, wants, and ideas verbally and nonverbally (is exposed to sign language); is progressing to verbal cues in English or home language; is able to convey 2-3 pieces of information on a single topic <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</p>
2. Use spoken language to express needs, opinions, and ideas	<p>LC 7-2 Develops Expressive Communication <u>3-Year Old:</u> Expresses needs, wants, and ideas verbally and nonverbally (is exposed to sign language); is progressing to verbal cues in English or home language; is able to convey 2-3 pieces of information on a single topic <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</p>

<p>3. Participate in opportunities to speak, sing, act out, and recite (e.g., stories, songs, rhymes, fingerplays)</p>	<p>LC 7-2 Develops Expressive Communication <u>3-Year Old:</u> Expresses needs, wants, and ideas verbally and nonverbally (is exposed to sign language); is progressing to verbal cues in English or home language; is able to convey 2-3 pieces of information on a single topic <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</p>
<p>4. Ask relevant why, what, when, where, and how questions to accomplish a variety of purposes</p>	<p>LC 7-2 Develops Expressive Communication <u>3-Year Old:</u> Expresses needs, wants, and ideas verbally and nonverbally (is exposed to sign language); is progressing to verbal cues in English or home language; is able to convey 2-3 pieces of information on a single topic <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</p>
<p>5. Follow conversational rules (e.g., taking turns, making relevant comments, staying on topic) when talking with peers and adults</p>	<p>LC 7-6 Learns Conversation Structure <u>3-Year Old:</u> Asks questions about events that happen; shares opinions; participates in a conversation lasting 2 to 3 back-and-forths; takes turns talking; makes eye contact <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</p>
<p>6. Respond differently based upon purpose of messages and questions in conversations with children and adults (e.g., stays on topic, elaborates)</p>	<p>LC 7-6 Learns Conversation Structure <u>3-Year Old:</u> Asks questions about events that happen; shares opinions; participates in a conversation lasting 2 to 3 back-and-forths; takes turns talking; makes eye contact <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</p>
<p>7. Retell a story with attention to the main events based upon a book, personal experience, or make believe</p>	<p>ATL 1-2 Develops Memory <u>3-Year Old:</u> Recalls some elements of a story <u>Pre-K:</u> Recalls part or all of a story, including characters and main events</p>
<p>8. Use new vocabulary and descriptive language to describe feelings, thoughts, experiences, and observations</p>	<p>LC 7-4 Expands Vocabulary <u>3-Year Old:</u> Correctly names common objects used in the classroom, such as colors, shapes, animals in photos, etc.; shows continuous growth in number of words or signs used in conversation with others; asks meanings of words <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)</p>
<p>9. Speak clearly enough to be understood in English and/or home language</p>	<p>LC 7-5 Expands Grammar and Pronunciation <u>3-Year Old:</u> Can rhyme words (e.g., cat, sat); uses verbs in correct tense (e.g., she <u>walks</u> vs. she <u>walked</u>); may overcorrect grammar (e.g. "goed," "mouses," etc.)</p>

	<u>Pre-K</u> : Speaks with proper pronunciation; can be understood by adults and peers; speaks in sentences using grammar that is age-appropriate
10. Use appropriate levels of volume, time, inflection and expression (e.g., drops voice at end of sentence, uses a conversational tone when speaking to someone next to them, shouts/yells when playing a game outside.)	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
C. Phonological Awareness	
1. Understand that spoken language is made up of sounds	LC 7-3 Develops Phonemic Awareness <u>3-Year Old</u> : Can say rhymes; can give a rhyming word when prompted <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)
2. Recognize matching (phonemes) and rhyming sounds	LC 7-3 Develops Phonemic Awareness <u>3-Year Old</u> : Can say rhymes; can give a rhyming word when prompted <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. Segment words into syllables and phonemes	LC 7-3 Develops Phonemic Awareness <u>3-Year Old</u> : Can say rhymes; can give a rhyming word when prompted <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)
4. Understand that speech sounds are represented in print with letters/words	LC 7-3 Develops Phonemic Awareness <u>3-Year Old</u> : Can say rhymes; can give a rhyming word when prompted <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)
D. Emergent Reading	
1. Understand that the sounds of language are represented by letters, words, and sentences	LKS 8-3 Develops Emergent Reading <u>3-Year Old</u> : Recognizes own name in print; understands left to right, top to bottom process of 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
2. Recognize and can identify familiar print in the environment (e.g., traffic signs, store logos, own name)	LKS 8-3 Develops Emergent Reading <u>3-Year Old</u> : Recognizes own name in print; understands left to right, top to bottom process of 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
3. Know that books have titles, authors, and often, illustrators	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
4. Know that print and written symbols convey meaning	LKS 8-3 Develops Emergent Reading <u>3-Year Old:</u> Recognizes own name in print; understands left to right, top to bottom process of 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
5. Know that print appears in different forms (e.g., letters, labels, storybooks) and serves different purposes (e.g., to inform)	LKS 8-3 Develops Emergent Reading <u>3-Year Old:</u> Recognizes own name in print; understands left to right, top to bottom process of 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
6. Know that print is read from left to right, top to bottom, and books are read front to back	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. Know that reading is valuable and enjoyable	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
8. Know the difference between real and make-believe	CCA 21-4 Participates in Dramatic Play <u>3-Year Old:</u> Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-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
9. Know the elements that compose a story (e.g., characters, plot (sequence of events), setting)	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
10. Know the proper way to handle books (e.g., hold the book upright; turn pages from front to back, one at a time, returns to proper place when done)	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
11. Predict story events or outcomes	CS 14-2 Makes Predictions <u>3-Year Old:</u> Makes simple predictions about what will happen next, such as during activities or when hearing a story
12. Recall and consider information from familiar stories	ATL 1-2 Develops Memory <u>3-Year Old:</u> Recalls some elements of a story <u>Pre-K:</u> Recalls part or all of a story, including characters and main events
13. Relate own life and experiences to literature	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
14. Understand that illustrations and pictures convey meaning	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
15. Understand the difference between letters, numbers, and words	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
16. Use words and pictures to independently “read” 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
E. Emergent Writing	

<p>1. Use scribbles, shapes, pictures, and dictation to represent thoughts and/or ideas</p>	<p>LKS 9-1 Develops Emergent Writing <u>3-Year Old:</u> Draws simple shapes, such as circles and squares; copies letters and designs; can trace dot letters; shows interest in written expression through scribbling and describing what was “written” <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</p>
<p>2. Engage in writing (e.g., drawing, scribbles, random symbols, shapes, letter-like marks, letters, and invented spelling) to represent ideas and express thoughts and feelings</p>	<p>LKS 9-1 Develops Emergent Writing <u>3-Year Old:</u> Draws simple shapes, such as circles and squares; copies letters and designs; can trace dot letters; shows interest in written expression through scribbling and describing what was “written” <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</p>
<p>3. Begin to apply rules of grammar, punctuation, and spelling (e.g., uses “have” instead of “got”, tells teacher to put a period at the end of a thought on LEA chart)</p>	<p>LC 7-5 Expands Grammar and Pronunciation <u>3-Year Old:</u> Can rhyme words (e.g., cat, sat); uses verbs in correct tense (e.g., she <u>walks</u> vs. she <u>walked</u>); may overcorrect grammar (e.g. “goed,” “mouses,” etc.) <u>Pre-K:</u> Speaks with proper pronunciation; can be understood by adults and peers; speaks in sentences using grammar that is age-appropriate</p>
<p>4. Dictate stories, poems, and personal narratives</p>	<p>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</p>
<p>5. Engage in writing for a variety of purposes (e.g., to make lists, to send messages, to write stories) and in a variety of forms (e.g., journals, sign-in sheets, name cards, cards with words and pictures)</p>	<p>LKS 9-1 Develops Emergent Writing <u>3-Year Old:</u> Draws simple shapes, such as circles and squares; copies letters and designs; can trace dot letters; shows interest in written expression through scribbling and describing what was “written” <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</p>
<p>6. Know that writing, including pictures, letters, and words, communicates meaning and information</p>	<p>LKS 9-1 Develops Emergent Writing <u>3-Year Old:</u> Draws simple shapes, such as circles and squares; copies letters and designs; can trace dot letters; shows interest in written expression through scribbling and describing what was “written” <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</p>
<p>7. Use knowledge of letters to write or copy familiar words (e.g., own name, mom, dad, no, yes)</p>	<p>LKS 9-1 Develops Emergent Writing <u>3-Year Old:</u> Draws simple shapes, such as circles and squares; copies letters and designs; can trace dot letters; shows interest in written expression through scribbling and describing what was “written”</p>

	<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
8. Use writing tools and materials (e.g., pencils, crayons, chalk, markers, rubber stamps, computers, paper, cardboard, chalkboard)	LKS 9-1 Develops Emergent Writing <u>3-Year Old</u> : Draws simple shapes, such as circles and squares; copies letters and designs; can trace dot letters; shows interest in written expression through scribbling and describing what was “written” <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
9. Write random letters or letter-like symbols	LKS 9-1 Develops Emergent Writing <u>3-Year Old</u> : Draws simple shapes, such as circles and squares; copies letters and designs; can trace dot letters; shows interest in written expression through scribbling and describing what was “written” <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

Mathematics and Logical Thinking	
A. Number Sense and Operations	
1. Demonstrate understanding of the pre-number concept of..	
a. Comparison (e.g., same/different)	CS 13-2 Classifies or Sorts Objects <u>3-Year Old</u> : Sorts or matches objects based on simple attributes, such as color, size, weight, texture or function <u>Pre-K</u> : Compares objects based on attributes, such as weight, odor, color, texture, function or sound
b. Matching (e.g., looks the same/like this color, shape, etc.)	CS 13-2 Classifies or Sorts Objects <u>3-Year Old</u> : Sorts or matches objects based on simple attributes, such as color, size, weight, texture or function <u>Pre-K</u> : Compares objects based on attributes, such as weight, odor, color, texture, function or sound
c. Classification (e.g., grouping by attribute(s))	CS 13-2 Classifies or Sorts Objects <u>3-Year Old</u> : Sorts or matches objects based on simple attributes, such as color, size, weight, texture or function <u>Pre-K</u> : Compares objects based on attributes, such as weight, odor, color, texture, function or sound
d. Patterns (e.g., repetition, like red-blue-red-blue-red blue or cap-clap-slap, clap-clap-slap,...or jump-squat-jump, jump-squat-jump,...etc.)	CM 11-2 Understands Patterns <u>3-Year Old</u> : Can complete simple patterns, such as red-blue-red-blue-red-blue; can tell what comes next <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)

e. One-to-one correspondence (e.g., object pairing, each plate has a cup, each locker has coat)	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
f. Seriation (e.g., order, short to long, heavy to light, first to last event)	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)
g. Spatial relationships (e.g., directionality, position in space)	CM 12-2 Develops Spatial Awareness <u>3-Year Old:</u> Understands conditional locations such as over/under, inside/outside, in front/behind <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
h. Conservation (e.g., when children come to understand that amount, volume, and mass stay the same despite a change in appearance)	CM 11-1 Learns Measurement and Quantities <u>3-Year Old:</u> Understands quantities of length, height, weight, time, or compares amounts between two or more groups (by pointing to pictures or using words depicting little/big, short/tall, slow/fast, thin/fat, less/more, empty/full, few/many, heavy/light, shallow/deep, narrow/wide) <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
i. Subitizing (e.g., instant recognition of number of objects in a set-without counting)	CM 10-2 Builds and Observes Sets <u>3-Year Old:</u> Begins to see groups of 2 or 3 objects and knows the amount without counting (subitizing); counts and builds 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
2. Demonstrate understanding of the one-to-one counting principle (e.g., one and only one number word is assigned to each counted object)	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 <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
3. Demonstrate understanding of the stable order counting principle (e.g., the numerals are always in the same order: 1, 2, 3,)	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 <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
4. Demonstrate understanding of the cardinality counting principle (e.g.,	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

the last number represents the quantity of counted objects)	<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
5. Demonstrate understanding of the abstraction counting principle (e.g., any discrete objects can be counted)	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 <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
6. Demonstrate understanding of the order irrelevance counting principle (e.g., the order in which you count the objects does not affect the cardinality/total)	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 <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
7. Demonstrate the numeracy strategy of....	
a. Rote counting (e.g., from memory)	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 <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
b. Rational counting (e.g., meaningful counting)	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 <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
c. Counting-on (e.g., after 4 comes...)	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 <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
d. Counting-back (e.g., count backwards from 7)	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 <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
e. Skip, or group, counting (e.g., 2, 4, 6,... or 5, 10, 15, 20...)	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 <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

f. Number benchmark (e.g., numbers like 2, 5, 10 are anchors, for instance 4 is one less than 5)	<p>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 <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</p>
8. Use numeric symbolic representation (e.g., recognizing, naming and writing number symbols from zero through 10)	<p>CM 10-4 Reads and Writes Numbers <u>3-Year Old:</u> Can trace numbers: recognizes a few numbers in written form <u>Pre-K:</u> Can write some numbers up to 10; recognizes a few numbers in written form; recognizes both numerals and number names</p>
9. Demonstrate understanding that numbers can also be used as names (Channel 5), to indicate order (1st, 3rd), to describe relationships (2nd cousin), and to indicate locations (addresses)	<p>CM 10-4 Reads and Writes Numbers <u>3-Year Old:</u> Can trace numbers: recognizes a few numbers in written form <u>Pre-K:</u> Can write some numbers up to 10; recognizes a few numbers in written form; recognizes both numerals and number names</p>
10. Use mathematical vocabulary to compare groups of objects and numerals (e.g., same, larger than, smaller than)	<p>CM 10-4 Reads and Writes Numbers <u>3-Year Old:</u> Can trace numbers: recognizes a few numbers in written form <u>Pre-K:</u> Can write some numbers up to 10; recognizes a few numbers in written form; recognizes both numerals and number names</p>
11. Know that the quantity of objects can change by adding or taking away objects	<p>CM 10-3 Learns Addition, Subtraction and Division <u>3-Year Old:</u> When counting objects, understands that the last number counted represents the total <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</p>
12. Use number sense to solve simple problems	<p>CM 10-3 Learns Addition, Subtraction and Division <u>3-Year Old:</u> When counting objects, understands that the last number counted represents the total <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</p>
B. Spatial Sense	
1. Identify, name, describe, draw, and build common two and some three dimensional shapes	<p>CM 12-1 Learns Shapes & Sizes <u>3-Year Old:</u> Identifies and names simple shapes; understands that shapes remain the same when flipped or rotated <u>Pre-K:</u> Names and describes shapes; understands that two of the same shape can have different sizes; understands symmetry</p>
2. Find geometric shapes in the environment	<p>CM 12-1 Learns Shapes & Sizes <u>3-Year Old:</u> Identifies and names simple shapes; understands that shapes remain the same when flipped or rotated <u>Pre-K:</u> Names and describes shapes; understands that two of the same shape can have different sizes; understands symmetry</p>

3. Use spatial vocabulary to indicate directionality, order, and position of objects (e.g., above & below, inside & outside, next to, behind, after & before)	<p>CM 12-2 Develops Spatial Awareness <u>3-Year Old:</u> Understands conditional locations such as over/under, inside/outside, in front/behind <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</p>
4. Compare, classify (sort), and seriate (order) two and three dimensional shapes based upon one or more attributes (e.g., line, sides, corners, size, shape, color)	<p>CS 13-2 Classifies or Sorts Objects <u>3-Year Old:</u> Sorts or matches objects based on simple attributes, such as color, size, weight, texture or function <u>Pre-K:</u> Compares objects based on attributes, such as weight, odor, color, texture, function or sound</p>
5. Show an awareness of symmetry (e.g., notices symmetry of own body, notices symmetry of “butterfly” paint blot folded, creates symmetrical block structures)	<p>CM 12-1 Learns Shapes & Sizes <u>3-Year Old:</u> Identifies and names simple shapes; understands that shapes remain the same when flipped or rotated <u>Pre-K:</u> Names and describes shapes; understands that two of the same shape can have different sizes; understands symmetry</p>
6. Experiment with mapping skills using classroom materials (e.g., sandbox, block area, transportation mat)	<p>CM 12-2 Develops Spatial Awareness <u>3-Year Old:</u> Understands conditional locations such as over/under, inside/outside, in front/behind <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</p>
7. Demonstrate understanding that a shape remains the same shape regardless of its position in space (e.g., flip or rotate a triangle—it is still a triangle)	<p>CM 12-1 Learns Shapes & Sizes <u>3-Year Old:</u> Identifies and names simple shapes; understands that shapes remain the same when flipped or rotated <u>Pre-K:</u> Names and describes shapes; understands that two of the same shape can have different sizes; understands symmetry</p>
8. Begin to understand that geometric shapes can be put together or taken apart to make other shapes (e.g., two equal, right triangles can be combined to form either a square or a rectangle, a rectangle or square can be divided corner to corner to become 2 triangles)	<p>CM 12-1 Learns Shapes & Sizes <u>3-Year Old:</u> Identifies and names simple shapes; understands that shapes remain the same when flipped or rotated <u>Pre-K:</u> Names and describes shapes; understands that two of the same shape can have different sizes; understands symmetry</p>
9. Demonstrate understanding of spatial sense in solving problems (e.g., uses parquetry blocks to fill in a template, completes puzzles successfully inserts shapes into correct/matching opening)	<p>CM 12-2 Develops Spatial Awareness <u>3-Year Old:</u> Understands conditional locations such as over/under, inside/outside, in front/behind <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</p>
C. Measurement	

<p>1. Use familiar objects for measurement (e.g., shoes, paperclips, blocks, etc.)</p>	<p>CM 11-1 Learns Measurement and Quantities <u>3-Year Old:</u> Understands quantities of length, height, weight, time, or compares amounts between two or more groups (by pointing to pictures or using words depicting little/big, short/tall, slow/fast, thin/fat, less/more, empty/full, few/many, heavy/light, shallow/deep, narrow/wide) <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</p>
<p>2. Begin to use standard devices for measuring (ruler, scale, measuring cups, timer, thermometer, calendars, etc.)</p>	<p>CM 11-1 Learns Measurement and Quantities <u>3-Year Old:</u> Understands quantities of length, height, weight, time, or compares amounts between two or more groups (by pointing to pictures or using words depicting little/big, short/tall, slow/fast, thin/fat, less/more, empty/full, few/many, heavy/light, shallow/deep, narrow/wide) <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</p>
<p>3. Demonstrate understanding of an awareness of time concepts (e.g., that a minute is less than an hour, o'clock/time by hour, clean up will be in 5 minutes)</p>	<p>SS 16-2 Understands Time <u>3-Year Old:</u> Understands the concept of different days of the week (e.g., school days, non-school days, music class day, the day dad picks up from school) <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</p>
<p>4. Know the sequence of various events (e.g., snack is before story time, we go outside after playtime)</p>	<p>SS 16-2 Understands Time <u>3-Year Old:</u> Understands the concept of different days of the week (e.g., school days, non-school days, music class day, the day dad picks up from school) <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</p>
<p>5. Begin to use appropriate measurement vocabulary (e.g., inch, foot, pounds, hours, days)</p>	<p>CM 11-1 Learns Measurement and Quantities <u>3-Year Old:</u> Understands quantities of length, height, weight, time, or compares amounts between two or more groups (by pointing to pictures or using words depicting little/big, short/tall, slow/fast, thin/fat, less/more, empty/full, few/many, heavy/light, shallow/deep, narrow/wide) <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</p>
<p>6. Use appropriate comparative vocabulary (e.g., heavy/light, full/empty, shorter/taller, day/night, hot/ cold)</p>	<p>CM 11-1 Learns Measurement and Quantities <u>3-Year Old:</u> Understands quantities of length, height, weight, time, or compares amounts between two or more groups (by pointing to pictures or using words depicting little/big,</p>

	<p>short/tall, slow/fast, thin/fat, less/more, empty/full, few/many, heavy/light, shallow/deep, narrow/wide)</p> <p><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</p>
7. Seriate a set of objects based upon an attribute (e.g., height, length, size/mass, weight, time/order)	<p>CM 11-2 Understands Patterns</p> <p><u>3-Year Old:</u> Can complete simple patterns, such as red-blue-red-blue-red-blue; can tell what comes next</p> <p><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)</p>
8. Demonstrate understanding that different sized containers will hold more or less (note: keep Piaget's developmental conservation tasks in mind)	<p>CM 11-1 Learns Measurement and Quantities</p> <p><u>3-Year Old:</u> Understands quantities of length, height, weight, time, or compares amounts between two or more groups (by pointing to pictures or using words depicting little/big, short/tall, slow/fast, thin/fat, less/more, empty/full, few/many, heavy/light, shallow/deep, narrow/wide)</p> <p><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</p>
9. Begin to recognize and name common coins and understands that coins have different values (e.g., penny, nickel, dime)	<p>CM 11-1 Learns Measurement and Quantities</p> <p><u>3-Year Old:</u> Understands quantities of length, height, weight, time, or compares amounts between two or more groups (by pointing to pictures or using words depicting little/big, short/tall, slow/fast, thin/fat, less/more, empty/full, few/many, heavy/light, shallow/deep, narrow/wide)</p> <p><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</p>
D. Patterns and Algebra Functions	
1. Order/sequence objects by attribute(s) (e.g., height, weight, color intensity)	<p>CM 11-2 Understands Patterns</p> <p><u>3-Year Old:</u> Can complete simple patterns, such as red-blue-red-blue-red-blue; can tell what comes next</p> <p><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)</p>
2. Explain why and how objects are organized (e.g., How did you decide which one went...?)	<p>CS 13-2 Classifies or Sorts Objects</p> <p><u>3-Year Old:</u> Sorts or matches objects based on simple attributes, such as color, size, weight, texture or function</p> <p><u>Pre-K:</u> Compares objects based on attributes, such as weight, odor, color, texture, function or sound</p>
3. Demonstrate understanding of patterns (e.g., ababab and see A.4.)	<p>CM 11-2 Understands Patterns</p> <p><u>3-Year Old:</u> Can complete simple patterns, such as red-blue-red-blue-red-blue; can tell what comes next</p> <p><u>Pre-K:</u> Can create, duplicate or extend more complex patterns, such as red-blue-green-red-blue-green; can fill in a</p>

	missing piece of a pattern; seriates a group of like objects (small, medium, large, or light, medium, dark)
4. Recognize, describe, and replicate patterns of objects, sounds, and movements	CM 11-2 Understands Patterns <u>3-Year Old:</u> Can complete simple patterns, such as red-blue-red-blue-red-blue; can tell what comes next <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)
5. Predict and extend patterns of objects, sounds and movements	CM 11-2 Understands Patterns <u>3-Year Old:</u> Can complete simple patterns, such as red-blue-red-blue-red-blue; can tell what comes next <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)
6. Use concrete objects to represent and solve a problem (e.g., six cookies & three children, how many each?)	CM 10-3 Learns Addition, Subtraction and Division <u>3-Year Old:</u> When counting objects, understands that the last number counted represents the total <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
E. Representing and Interpreting Data	
1. Represent newly acquired information in a variety of ways (e.g., stories, drawing, dramatic play, movement)	CCA 21-4 Participates in Dramatic Play <u>3-Year Old:</u> Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-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. Gather information about themselves and their environments (e.g., personal characteristics such as age, hair color, where they live, number of chairs in classroom)	SED 4-1 Develops Awareness of Self <u>3-Year Old:</u> Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family <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)
3. Gather, sort, and compare objects by attribute(s) in the context of daily activities and play (e.g., fruit in fruit bowl, all unit sized blocks on same shelf, float & sink)	CS 13-2 Classifies or Sorts Objects <u>3-Year Old:</u> Sorts or matches objects based on simple attributes, such as color, size, weight, texture or function <u>Pre-K:</u> Compares objects based on attributes, such as weight, odor, color, texture, function or sound
4. Place objects in a “concrete” floor or table graph by attribute (e.g., column of tie shoes, column of Velcro shoes, column of slip on shoes)	CS 13-2 Classifies or Sorts Objects <u>3-Year Old:</u> Sorts or matches objects based on simple attributes, such as color, size, weight, texture or function <u>Pre-K:</u> Compares objects based on attributes, such as weight, odor, color, texture, function or sound
5. Place representative items in a “pictorial” floor, table, or wall graph by attribute (e.g., children’s name tags)	CS 13-2 Classifies or Sorts Objects <u>3-Year Old:</u> Sorts or matches objects based on simple attributes, such as color, size, weight, texture or function

instead of shoes, pictures of objects, etc.)	<u>Pre-K:</u> Compares objects based on attributes, such as weight, odor, color, texture, function or sound
6. Identify the category or categories that have the most or the fewest items in a floor or table graph	CM 10-2 Builds and Observes Sets <u>3-Year Old:</u> Begins to see groups of 2 or 3 objects and knows the amount without counting (subitizing); counts and builds 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
7. “Read” and interpret displays of data, like concrete and pictorial charts/graphs, using comparison vocabulary (e.g., verbalize which column has more/less)	CM 10-2 Builds and Observes Sets <u>3-Year Old:</u> Begins to see groups of 2 or 3 objects and knows the amount without counting (subitizing); counts and builds 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
F. Reasoning	
1. Begin to use mathematical vocabulary to express ideas mathematically (e.g., “If we add your two to my three we’ll have five”)	CM 10-3 Learns Addition, Subtraction and Division <u>3-Year Old:</u> When counting objects, understands that the last number counted represents the total <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
2. Make predictions based upon observations and information (e.g., complete patterns, estimate, “You need ___ more marbles to have six”, verbalize own logic for Piaget’s conservation tasks)	CS 14-2 Makes Predictions <u>3-Year Old:</u> Makes simple predictions about what will happen next, such as during activities or when hearing a story <u>Pre-K:</u> Able to make and test predictions (e.g., what color will we get if we mix the yellow dye and the blue dye?)
3. Use simple strategies to mathematically solve problems (e.g., use one-to-one correspondence to pass out snack items, divides four cookies into two piles of two to share with friend)	CM 10-3 Learns Addition, Subtraction and Division <u>3-Year Old:</u> When counting objects, understands that the last number counted represents the total <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
4. Begin to understand that problems often can be solved in more than one way	CM 10-3 Learns Addition, Subtraction and Division <u>3-Year Old:</u> When counting objects, understands that the last number counted represents the total <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
5. Begin to compare and contrast solution strategies (e.g., counting on fingers, combining and separating sets/groups)	CM 10-2 Builds and Observes Sets <u>3-Year Old:</u> Begins to see groups of 2 or 3 objects and knows the amount without counting (subitizing); counts and builds 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

6. Begin to develop estimation skills (e.g., the number of blocks that will fit on the shelf, number of children in the room)	<p>CM 10-2 Builds and Observes Sets</p> <p><u>3-Year Old:</u> Begins to see groups of 2 or 3 objects and knows the amount without counting (subitizing); counts and builds sets</p> <p><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</p>
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Science and Problem Solving	
A. Knowledge	
1. Know basic states of matter (e.g., solid, liquid, gaseous)	<p>CS 13-1 Explores Objects</p> <p><u>3-Year Old:</u> Asks why, where, when, how, what, and seeks answers through exploration</p> <p><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>
2. Know that objects have certain properties (e.g., color, size, shape, smell, texture)	<p>CS 13-1 Explores Objects</p> <p><u>3-Year Old:</u> Asks why, where, when, how, what, and seeks answers through exploration</p> <p><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>
3. Know that the physical properties of things can change	<p>CS 13-1 Explores Objects</p> <p><u>3-Year Old:</u> Asks why, where, when, how, what, and seeks answers through exploration</p> <p><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>
4. Know ways to group objects based on basic properties	<p>CS 13-2 Classifies or Sorts Objects</p> <p><u>3-Year Old:</u> Sorts or matches objects based on simple attributes, such as color, size, weight, texture or function</p> <p><u>Pre-K:</u> Compares objects based on attributes, such as weight, odor, color, texture, function or sound</p>
5. Understand properties of liquids (e.g., they are different from solids; they take the shape of their container)	<p>CS 13-1 Explores Objects</p> <p><u>3-Year Old:</u> Asks why, where, when, how, what, and seeks answers through exploration</p> <p><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>
6. Identify differences between living and non-living things	<p>CS 15-1 Explores the Natural Environment</p> <p><u>3-Year Old:</u> Examines objects of the natural environment; observes objects with magnifying glass; understands the difference between living and non-living things</p> <p><u>Pre-K:</u> Investigates how the natural environment works, such as growing plants, having an ant farm, having a butterfly garden, etc.</p>

7. Know that animals live in different habitats on earth that are supportive of their growth	<p>CS 15-2 Develops an Understanding of and Care for the Natural World</p> <p><u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; show respect for living things</p> <p><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</p>
8. Know that living things are made up of different parts	<p>CS 15-2 Develops an Understanding of and Care for the Natural World</p> <p><u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; show respect for living things</p> <p><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</p>
9. Know that plants and animals need food, water, air, and sun to survive	<p>CS 15-2 Develops an Understanding of and Care for the Natural World</p> <p><u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; show respect for living things</p> <p><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</p>
10. Know simple ways that living things can be grouped (e.g., by skin covering, by habitat/environment)	<p>CS 15-2 Develops an Understanding of and Care for the Natural World</p> <p><u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; show respect for living things</p> <p><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</p>
11. Know that living things go through life cycles (e.g., growth, development, reproduction)	<p>CS 15-2 Develops an Understanding of and Care for the Natural World</p> <p><u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; show respect for living things</p> <p><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</p>
12. Recognize and use vocabulary that describes major features of the sky (e.g., clouds, sun, moon, stars)	<p>CS 15-2 Develops an Understanding of and Care for the Natural World</p> <p><u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; show respect for living things</p> <p><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</p>
13. Know ways that technology may be used to access information	<p>CS 13-3 Learns Using Technology</p> <p><u>3-Year Old:</u> Shows interest in technology; may understand how “swiping” and “clicking” work on an ipad or tablet</p> <p><u>Pre-K:</u> May be learning how to play educational games using a computer and keyboard or tablet</p>

B. Observation	
1. Use their five senses to explore materials and the environment	<p>CS 13-1 Explores Objects <u>3-Year Old:</u> Asks why, where, when, how, what, and seeks answers through exploration <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>
2. Use words to identify and describe the physical characteristics objects and animals	<p>LC 7-4 Expands Vocabulary <u>3-Year Old:</u> Correctly names common objects used in the classroom, such as colors, shapes, animals in photos, etc.; shows continuous growth in number of words or signs used in conversation with others; asks meanings of words <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)</p>
3. Identify and describe changes that occur in their world (e.g., natural processes, forces of nature)	<p>CS 15-2 Develops an Understanding of and Care for the Natural World <u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; show respect for living things <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</p>
4. Develop simple explanations for observations	<p>CS 14-4 Draws Conclusions and Sorts Results <u>3-Year Old:</u> Is able to draw conclusions about experiments (e.g., since the wood block floated, other wood blocks will float) <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</p>
C. Inquisitiveness	
1. Express wonder about the natural world	<p>CS 15-1 Explores the Natural Environment <u>3-Year Old:</u> Examines objects of the natural environment; observes objects with magnifying glass; understands the difference between living and non-living things <u>Pre-K:</u> Investigates how the natural environment works, such as growing plants, having an ant farm, having a butterfly garden, etc.</p>
2. Ask questions and seek answers through active exploration	<p>CS 13-1 Explores Objects <u>3-Year Old:</u> Asks why, where, when, how, what, and seeks answers through exploration <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>
3. Hypothesize about phenomena (e.g., speculate about why an event/process occurs)	<p>CS 14-2 Makes Predictions <u>3-Year Old:</u> Makes simple predictions about what will happen next, such as during activities or when hearing a story</p>

	<u>Pre-K:</u> Able to make and test predictions (e.g., what color will we get if we mix the yellow dye and the blue dye?)
4. Predict phenomena (e.g., speculate about what might happen next)	CS 14-2 Makes Predictions <u>3-Year Old:</u> Makes simple predictions about what will happen next, such as during activities or when hearing a story <u>Pre-K:</u> Able to make and test predictions (e.g., what color will we get if we mix the yellow dye and the blue dye?)
5. Wonder about cause and effect relationships	CS 14-4 Draws Conclusions and Sorts Results <u>3-Year Old:</u> Is able to draw conclusions about experiments (e.g., since the wood block floated, other wood blocks will float) <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
6. Explore and experiment with different materials, objects, and situations	CS 13-1 Explores Objects <u>3-Year Old:</u> Asks why, where, when, how, what, and seeks answers through exploration <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
7. Show interest in and discovers relationships and patterns	CM 11-2 Understands Patterns <u>3-Year Old:</u> Can complete simple patterns, such as red-blue-red-blue-red-blue; can tell what comes next <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)
D. Investigation	
1. Use tools (e.g., magnifying glass, binoculars, maps, eye droppers, computers) for investigation of the environment	CS 13-1 Explores Objects <u>3-Year Old:</u> Asks why, where, when, how, what, and seeks answers through exploration <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
2. Gather simple information and data about the environment through a variety of means including discussions, drawings, maps, and charts	CS 15-1 Explores the Natural Environment <u>3-Year Old:</u> Examines objects of the natural environment; observes objects with magnifying glass; understands the difference between living and non-living things <u>Pre-K:</u> Investigates how the natural environment works, such as growing plants, having an ant farm, having a butterfly garden, etc.
3. Make comparisons between objects that have been collected or observed	CS 13-2 Classifies or Sorts Objects <u>3-Year Old:</u> Sorts or matches objects based on simple attributes, such as color, size, weight, texture or function <u>Pre-K:</u> Compares objects based on attributes, such as weight, odor, color, texture, function or sound
4. Sort living things by characteristics (e.g., behavior, environment, appearance)	CS 13-2 Classifies or Sorts Objects <u>3-Year Old:</u> Sorts or matches objects based on simple attributes, such as color, size, weight, texture or function

	<u>Pre-K:</u> Compares objects based on attributes, such as weight, odor, color, texture, function or sound
5. Record and interpret data that has been collected (e.g., float and sink—heavy items sink)	CS 14-4 Draws Conclusions and Sorts Results <u>3-Year Old:</u> Is able to draw conclusions about experiments (e.g., since the wood block floated, other wood blocks will float) <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
6. Begin to develop procedures and thinking skills for investigating the world (e.g., there are a variety of ways to examine phenomena/processes)	CS 14-1 Solves Problems <u>3-Year Old:</u> Explores objects in the classroom to conduct experiments (e.g., testing objects in the water table to see if they will sink or float) <u>Pre-K:</u> Uses creative solutions to reach goals; experiments with objects such as puzzles or blocks to build structures to solve problems
7. Begin to ask questions, identify problems, and propose ways to answer/solve them	CS 13-1 Explores Objects <u>3-Year Old:</u> Asks why, where, when, how, what, and seeks answers through exploration <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
8. Test hypotheses (e.g., observes events/processes for similarity to hypothesis)	CS 14-2 Makes Predictions <u>3-Year Old:</u> Makes simple predictions about what will happen next, such as during activities or when hearing a story <u>Pre-K:</u> Able to make and test predictions (e.g., what color will we get if we mix the yellow dye and the blue dye?)
9. Test predictions (e.g., continues with process/experiment to see if prediction is accurate)	CS 14-2 Makes Predictions <u>3-Year Old:</u> Makes simple predictions about what will happen next, such as during activities or when hearing a story <u>Pre-K:</u> Able to make and test predictions (e.g., what color will we get if we mix the yellow dye and the blue dye?)
10. Observe, describe, and investigate changes in materials and cause-effect relationships (e.g., mixing colors, baking)	CS 13-1 Explores Objects <u>3-Year Old:</u> Asks why, where, when, how, what, and seeks answers through exploration <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
E. Application	
1. Begin to describe and discuss predictions, explanations, and generalizations based upon past experiences (e.g., can verbalize where their ideas originate)	CS 14-4 Draws Conclusions and Sorts Results <u>3-Year Old:</u> Is able to draw conclusions about experiments (e.g., since the wood block floated, other wood blocks will float) <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

2. Begin to choose procedures and thinking skills for solving problems and making decisions (e.g., thinks about which method to use)	<p>CS 14-1 Solves Problems <u>3-Year Old:</u> Explores objects in the classroom to conduct experiments (e.g., testing objects in the water table to see if they will sink or float) <u>Pre-K:</u> Uses creative solutions to reach goals; experiments with objects such as puzzles or blocks to build structures to solve problems</p>
3. Use simple machines in everyday play (e.g., lever, wheel & axle, pulley, wedge, inclined plane, screw, and gears)	<p>CS 14-1 Solves Problems <u>3-Year Old:</u> Explores objects in the classroom to conduct experiments (e.g., testing objects in the water table to see if they will sink or float) <u>Pre-K:</u> Uses creative solutions to reach goals; experiments with objects such as puzzles or blocks to build structures to solve problems</p>
4. Expand knowledge of and respect for the environment	<p>CS 15-2 Develops an Understanding of and Care for the Natural World <u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; show respect for living things <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</p>
5. Apply force (e.g., pushing or pulling) to change the position and motion of an object	<p>CS 14-1 Solves Problems <u>3-Year Old:</u> Explores objects in the classroom to conduct experiments (e.g., testing objects in the water table to see if they will sink or float) <u>Pre-K:</u> Uses creative solutions to reach goals; experiments with objects such as puzzles or blocks to build structures to solve problems</p>
6. Understand simple cause and effect relationships (e.g., if you go outside when it is raining you will get wet)	<p>CS 14-4 Draws Conclusions and Sorts Results <u>3-Year Old:</u> Is able to draw conclusions about experiments (e.g., since the wood block floated, other wood blocks will float) <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</p>
7. Combine materials and equipment in different ways to make something new (e.g., building a tent using sheet over table, making a box into a house for a storybook character)	<p>ATL 1-6 Thinks with Creativity & Flexibility <u>3-Year Old:</u> Accepts changes in routines or usual activities; accepts a twist or change in rules of a typical game; applies knowledge to a new situation <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</p>

Social Studies	
A. Families and Cultures	
1. Identify and appreciate own ethnicity (e.g., know they are of the _____ tribe and value their tribal traditions)	<p>SED 4-1 Develops Awareness of Self <u>3-Year Old:</u> Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family</p>

	<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)
2. Identify self as a member of a family	SED 4-1 Develops Awareness of Self <u>3-Year Old</u> : Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family <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)
3. Describe what a family is	SED 4-1 Develops Awareness of Self <u>3-Year Old</u> : Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family <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. Understand various family roles, responsibilities, rules, and relationships	SS 16-4 Learns about Community Roles and Jobs <u>3-Year Old</u> : Learns about family roles and relationships <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
5. Appreciate the ethnic backgrounds of others	SS 16-1 Explores Cultures <u>3-Year Old</u> : Learns about cultural differences, including clothing, food, art, and work <u>Pre-K</u> : Is learning that there are many different cultures and that people express culture in their dress, food, art, and work
6. Share family's daily routines, home language, and traditions	SED 4-1 Develops Awareness of Self <u>3-Year Old</u> : Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family <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)
7. Demonstrate interest in learning about the routines, languages, and traditions of others	SS 16-1 Explores Cultures <u>3-Year Old</u> : Learns about cultural differences, including clothing, food, art, and work <u>Pre-K</u> : Is learning that there are many different cultures and that people express culture in their dress, food, art, and work
8. Demonstrate a beginning understanding of the concept of generations	SED 4-1 Develops Awareness of Self <u>3-Year Old</u> : Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family <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)
B. Community	

1. Demonstrate understanding that communities are composed of groups of people who live, play, and work together	SS 16-4 Learns about Community Roles and Jobs <u>3-Year Old:</u> Learns about family roles and relationships <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
2. Perform various tasks that contribute to the well-being of the group	ATL 2-2 Shows Responsibility <u>3-Year Old:</u> Follows adult directives; follows class rules; does not damage materials intentionally; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege <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
3. Identify communities to which s/he belongs	SS 16-4 Learns about Community Roles and Jobs <u>3-Year Old:</u> Learns about family roles and relationships <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
4. Begin to understand that media and technology affect their lives (e.g. fear/nightmares from violence on television)	SS 16-4 Learns about Community Roles and Jobs <u>3-Year Old:</u> Learns about family roles and relationships <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
5. Recognize, describe and dramatize the roles of individuals in the community	SS 16-4 Learns about Community Roles and Jobs <u>3-Year Old:</u> Learns about family roles and relationships <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
6. Function as a member of the classroom community	SED 6-3 Cooperates with Peers <u>3-Year Old:</u> Cooperates with other children in play and daily activities and routines; may attempt a compromise to resolve conflict; is beginning to role-play in games; is learning to take turns <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
7. Begin to understand the types of technology used at home, school, and work	CS 13-3 Learns Using Technology <u>3-Year Old:</u> Shows interest in technology; may understand how “swiping” and “clicking” work on an ipad or tablet <u>Pre-K:</u> May be learning how to play educational games using a computer and keyboard or tablet
8. Explore and discuss the various ways people communicate and travel	SS 16-1 Explores Cultures <u>3-Year Old:</u> Learns about cultural differences, including clothing, food, art, and work <u>Pre-K:</u> Is learning that there are many different cultures and that people express culture in their dress, food, art, and work
C. Decision Making	

1. Confidently express individual ideas, opinions, and thoughts	<p>ATL 1-5 Shows Initiative <u>3-Year Old:</u> Enjoys new experiences; works independently for brief periods of time without adult prompting <u>Pre-K:</u> Makes and conveys choices to friends and teachers</p>
2. Begin to develop a value system (e.g., utilize values in making decisions such as fairness)	<p>ATL 1-5 Shows Initiative <u>3-Year Old:</u> Enjoys new experiences; works independently for brief periods of time without adult prompting <u>Pre-K:</u> Makes and conveys choices to friends and teachers</p>
3. Begin to demonstrate respect for the ideas, opinions, and thoughts of others, even when different from their own	<p>SED 6-3 Cooperates with Peers <u>3-Year Old:</u> Cooperates with other children in play and daily activities and routines; may attempt a compromise to resolve conflict; is beginning to role-play in games; is learning to take turns <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</p>
4. Understand reasons for rules and routines	<p>ATL 2-1 Understands Routines <u>3-Year Old:</u> Follows daily routines, such as sitting for circle time; adjusts to changes in routines or usual activities when informed ahead of time <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</p>
5. Understand and anticipate the consequences of not following the rules	<p>ATL 2-2 Shows Responsibility <u>3-Year Old:</u> Follows adult directives; follows class rules; does not damage materials intentionally; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege <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</p>
6. Participate in classroom decision making	<p>SED 6-3 Cooperates with Peers <u>3-Year Old:</u> Cooperates with other children in play and daily activities and routines; may attempt a compromise to resolve conflict; is beginning to role-play in games; is learning to take turns <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</p>
7. Participate in creating and following rules and routines	<p>ATL 2-2 Shows Responsibility <u>3-Year Old:</u> Follows adult directives; follows class rules; does not damage materials intentionally; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege <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</p>
8. Begin to set own consequences for behaviors	<p>ATL 2-2 Shows Responsibility <u>3-Year Old:</u> Follows adult directives; follows class rules; does not damage materials intentionally; is able to handle</p>

	<p>consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege</p> <p><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</p>
9. Begin to understand various group decision-making processes (e.g., voting, consensus, handshake, “boss”)	<p>SS 16-5 Learns about Government and Economics</p> <p><u>3-Year Old:</u> Uses pretend money in games and play; pretends societal roles in play</p> <p><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</p>
10. Make choices about own behavior when presented with alternatives	<p>ATL 1-5 Shows Initiative</p> <p><u>3-Year Old:</u> Enjoys new experiences; works independently for brief periods of time without adult prompting</p> <p><u>Pre-K:</u> Makes and conveys choices to friends and teachers</p>
11. Handle basic personal responsibilities related to needs	<p>PMP 19-2 Develops Self-Care Skills</p> <p><u>3-Year Old:</u> Understands and can complete health and safety routines, such as washing hands and brushing teeth; mostly independent with dressing, including pulling up pants, putting on shoes, and putting on coat</p> <p><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</p>
12. Demonstrate some ability to control intense feelings	<p>SED 3-2 Manages Feelings & Demonstrates Self-Control</p> <p><u>3-Year Old:</u> Able to cope with frustration (may need adult assistance with intense situations); is learning to control impulsive behaviors and outbursts; takes turns, such as in games</p> <p><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</p>
13. Begin to differentiate between right, wrong, and confused	<p>ATL 2-2 Shows Responsibility</p> <p><u>3-Year Old:</u> Follows adult directives; follows class rules; does not damage materials intentionally; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege</p> <p><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</p>
D. Places and Environments	
1. Understand that maps can represent his or her surroundings	<p>SS 16-3 Explores Geography</p> <p><u>3-Year Old:</u> Learns about community places, such as home, school, park, etc.</p> <p><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</p>

2. Use simple maps, visuals, and objects to represent places and terrains (e.g., mountains, rivers)	<p>SS 16-3 Explores Geography <u>3-Year Old:</u> Learns about community places, such as home, school, park, etc. <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</p>
3. Demonstrate awareness of the need to protect and be good stewards of natural resources (e.g., water, soil, air, plants, animals)	<p>CS 15-2 Develops an Understanding of and Care for the Natural World <u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; show respect for living things <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</p>
4. Know common features (e.g., street signs, roads) found in the local environment	<p>SS 16-3 Explores Geography <u>3-Year Old:</u> Learns about community places, such as home, school, park, etc. <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</p>
5. Know geographic information about oneself (e.g., the town in which he or lives, address, phone number)	<p>SS 16-3 Explores Geography <u>3-Year Old:</u> Learns about community places, such as home, school, park, etc. <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</p>
6. Understand that they live in the United States of America	<p>SS 16-3 Explores Geography <u>3-Year Old:</u> Learns about community places, such as home, school, park, etc. <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</p>
7. Identify characteristics of the places where they live, play, and learn	<p>SS 16-3 Explores Geography <u>3-Year Old:</u> Learns about community places, such as home, school, park, etc. <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</p>
8. Identify various weather conditions and seasons and how conditions affect what they wear and what they do	<p>CS 15-2 Develops an Understanding of and Care for the Natural World <u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; show respect for living things <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</p>
9. Identify natural features of the environment (e.g., rivers, lakes, mountains)	<p>CS 15-2 Develops an Understanding of and Care for the Natural World <u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; show respect for living things <u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural</p>

	phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things
10. Participate in environmental protection activities (e.g., reduce, reuse, recycle, doesn't litter, picks up litter, conserves)	CS 15-2 Develops an Understanding of and Care for the Natural World <u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; show respect for living things <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
11. Begin to understand the concept of ecosystems (e.g., fish live in water, animals live where their food is present)	CS 15-2 Develops an Understanding of and Care for the Natural World <u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; show respect for living things <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. Resources	
1. Recognize how resources are used (e.g., water, soil plants, animals, people, money, time)	CS 15-2 Develops an Understanding of and Care for the Natural World <u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; show respect for living things <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
2. Begin to understand the bartering system (e.g., buying, selling, trading)	SS 16-5 Learns about Government and Economics <u>3-Year Old:</u> Uses pretend money in games and play; pretends societal roles in play <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
3. Begin to understand the value of goods and services through using the bartering system	SS 16-5 Learns about Government and Economics <u>3-Year Old:</u> Uses pretend money in games and play; pretends societal roles in play <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
4. Develop an understanding of how goods and services are produced and distributed	SS 16-5 Learns about Government and Economics <u>3-Year Old:</u> Uses pretend money in games and play; pretends societal roles in play <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
5. Demonstrate an understanding that people work to earn money to	SS 16-5 Learns about Government and Economics

provide food, shelter, goods and services	<p>3-Year Old: Uses pretend money in games and play; pretends societal roles in play</p> <p>Pre-K: 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</p>
F. Passage of time	
1. Demonstrate a beginning understanding of past, present, and future	<p>SS 16-2 Understands Time</p> <p>3-Year Old: Understands the concept of different days of the week (e.g., school days, non-school days, music class day, the day dad picks up from school)</p> <p>Pre-K: 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</p>
2. Demonstrate an understanding of the sequence of events	<p>SS 16-2 Understands Time</p> <p>3-Year Old: Understands the concept of different days of the week (e.g., school days, non-school days, music class day, the day dad picks up from school)</p> <p>Pre-K: 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</p>
3. Understand how things, people, and places change over time	<p>SS 16-2 Understands Time</p> <p>3-Year Old: Understands the concept of different days of the week (e.g., school days, non-school days, music class day, the day dad picks up from school)</p> <p>Pre-K: 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</p>
4. Demonstrate an ability to connect new ideas to past experiences	<p>ATL 1-6 Thinks with Creativity & Flexibility</p> <p>3-Year Old: Accepts changes in routines or usual activities; accepts a twist or change in rules of a typical game; applies knowledge to a new situation</p>
5. Anticipate recurring activities	<p>ATL 2-1 Understands Routines</p> <p>3-Year Old: Follows daily routines, such as sitting for circle time; adjusts to changes in routines or usual activities when informed ahead of time</p> <p>Pre-K: Anticipates daily routines, such as meal time, clean-up time, etc.; transitions smoothly when instructed it is time to do something else</p>
6. Use time related vocabulary (e.g., first/last, yesterday/today/tomorrow, morning/night, in a few minutes)	<p>SS 16-2 Understands Time</p> <p>3-Year Old: Understands the concept of different days of the week (e.g., school days, non-school days, music class day, the day dad picks up from school)</p> <p>Pre-K: 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</p>
7. Remember activities/events in the recent past	<p>SS 16-2 Understands Time</p>

	<p><u>3-Year Old:</u> Understands the concept of different days of the week (e.g., school days, non-school days, music class day, the day dad picks up from school)</p> <p><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</p>
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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:

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