

# 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:  
**Oklahoma Early Learning Guidelines  
for Children Ages Three through Five**



## References

Oklahoma Department of Human Services, Oklahoma Child Care Services. (2009). *Oklahoma early learning guidelines for children ages three through five*. OK: Author. Retrieved from <http://www.okdhs.org/OKDHS%20Publication%20Library/10-54.pdf>

<b>Oklahoma Early Learning Guidelines for Children Ages Three through Five</b>	<b>Vine Assessments by LifeCubby</b>
<b>Approaches to Learning</b>	<b>Vine Indicators</b>
Standard 1: The child demonstrates positive attitudes, habits, and learning styles.	
A. Demonstrates an eagerness and interest in learning.	<b>ATL 1-4 Is Curious</b> <u>3-Year Old:</u> Shows interest in new toys or experiences; asks questions about new opportunities <u>Pre-K:</u> Shows interest in new experiences; demonstrates eagerness to learn
B. Develops and expands listening skills.	<b>LC 7-1 Develops Receptive Communication</b> <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
C. Demonstrates self-direction and independence.	<b>ATL 1-5 Shows Initiative</b> <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. Demonstrates increasing ability to set goals and develop and follow through on plans.	<b>CS 14-3 Makes Plans</b> <u>3-Year Old:</u> Has own ideas for play time and makes plans to carry out ideas; makes choices during free time <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
E. Manages transition between activities effectively.	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b> <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
F. Understands, accepts, and follows rules and routines.	<b>ATL 2-1 Understands Routines</b> <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
G. Develops increasing ability to find more than one solution to a question, task or problem.	<b>CS 14-1 Solves Problems</b> <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
H. Recognizes and solves problems through active exploration, including	<b>CS 14-1 Solves Problems</b>

trial and error, and interactions and discussions with peers and adults.	<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>
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<b>Creative Skills</b>	
Standard 1: The child participates in activities that foster individual creativity.	
A. Participates with increasing interest and enjoyment in a variety of creative activities, including listening, singing, finger play, games and performances.	<p><b>CCA 21-4 Participates in Dramatic Play</b></p> <p><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</p> <p><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>
B. Thinks of new uses for familiar materials.	<p><b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b></p> <p><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</p> <p><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>
C. Engages in spontaneous and imaginative play using a variety of materials to dramatize stories and experiences.	<p><b>CCA 21-4 Participates in Dramatic Play</b></p> <p><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</p> <p><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. Works creatively using a variety of self expressive materials and tools to creatively convey ideas.	<p><b>CCA 21-1 Explores Art Media</b></p> <p><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> <p><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>
E. Moves freely in response to music and change of tempo.	<p><b>CCA 21-2 Explores Music</b></p> <p><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</p> <p><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>
F. Expresses thoughts and feelings through creative movement.	<p><b>CCA 21-3 Explores Movement and Dance</b></p> <p><u>3-Year Old:</u> Participates in dance or creative movement activities</p> <p><u>Pre-K:</u> Begins to show individual expression in creative movement activities</p>

G. Experiments with a variety of musical instruments.	<p><b>CCA 21-2 Explores Music</b>  <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>
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<b>Language Arts</b>	
Oral Language Standard 1: Listening – The child will listen for information and for pleasure.	
A. Listens with interest to stories read aloud.	<p><b>LKS 8-1 Develops Early Literacy</b>  <u>3-Year Old:</u> Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book  <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</p>
B. Understands and follows oral direction.	<p><b>LC 7-1 Develops Receptive Communication</b>  <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>
Oral Language Standard 2: Speaking – The child will express ideas or opinions in group or individual settings.	
A. Uses language or sign language for a variety of purposes (e.g., expressing needs and interests).	<p><b>LC 7-2 Develops Expressive Communication</b>  <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>
B. Recalls and repeats simple poems, rhymes, and songs.	<p><b>LC 7-3 Develops Phonemic Awareness</b>  <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;</p>

	recognizes alliteration (words that start with the same sound)
C. Uses sentences of increasing length (three or more words) and grammatical complexity in everyday speech.	<b>LC 7-5 Expands Grammar and Pronunciation</b> <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
D. Shares simple personal narrative.	<b>LC 7-2 Develops Expressive Communication</b> <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
E. Participates actively in conversations.	<b>LC 7-6 Learns Conversation Structure</b> <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
Literacy Standard 3: Print Awareness – The child will understand the characteristics of written language.	
A. Demonstrates increasing awareness of concepts of print.	<b>LKS 8-3 Develops Emergent Reading</b> <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
B. Identifies the front cover and back cover of a book.	<b>LKS 8-1 Develops Early Literacy</b> <u>3-Year Old:</u> Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book <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

<p>C. Follows book from left to right and from top to bottom on the printed page.</p>	<p><b>LKS 8-1 Develops Early Literacy</b>  <u>3-Year Old:</u> Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book  <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</p>
<p>D. Shows increasing awareness of print in classroom, home and community settings.</p>	<p><b>LKS 8-3 Develops Emergent Reading</b>  <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</p>
<p>E. Begins to recognize the relationship or connection between spoken and written words by following the print as it is read aloud.</p>	<p><b>LKS 8-3 Develops Emergent Reading</b>  <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</p>
<p>F. Understands that print carries a message by recognizing labels, signs, and other print forms in the environment.</p>	<p><b>LKS 8-3 Develops Emergent Reading</b>  <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</p>
<p>G. Develops growing understanding of the different functions of forms of print (e.g., signs, letters, newspapers, lists, messages, and menus).</p>	<p><b>LKS 8-3 Develops Emergent Reading</b>  <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</p>
<p>H. Begins to understand some basic print conventions (e.g., the concept that letters are grouped to form words and that words are separated by spaces).</p>	<p><b>LKS 8-1 Develops Early Literacy</b>  <u>3-Year Old:</u> Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book</p>

	<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
I. Role plays reading.	<b>CCA 21-4 Participates in Dramatic Play</b> <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
Literacy Standard 4: Phonological Awareness – The child will demonstrate the ability to work with rhymes, words, syllables, and onsets and rimes.	
A. Begins to hear, identify, and make oral rhymes (e.g., “The pig has a wig”).	<b>LC 7-3 Develops Phonemic Awareness</b> <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)
B. Shows increasing ability to hear, identify, and work with syllables in spoken words (e.g., “I can clap the parts in my name: Andrew”).	<b>LC 7-3 Develops Phonemic Awareness</b> <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)
Literacy 5: Phonemic Awareness – The child will demonstrate the ability to hear, identify, and manipulate individual sounds in spoken words.	
A. Shows increasing ability to discriminate, identify and work with individual phonemes in spoken words (e.g., “The first sound in sun is /s/”).	<b>LC 7-3 Develops Phonemic Awareness</b> <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)
B. Recognizes which words in a set of words begin with the same sound (e.g., “Bell, bike, and boy all have /b/ at the beginning”).	<b>LC 7-3 Develops Phonemic Awareness</b> <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>Literacy Standard 6: Letter Knowledge and Early Word Recognition (Phonics) – The child will demonstrate the ability to apply sound-symbol relationships.</p>	
<p>A. Recognizes own name in print.</p>	<p><b>LKS 8-3 Develops Emergent Reading</b>  <u>3-Year Old:</u> Recognizes own name in print; understands left to right, top to bottom process of reading</p>
<p>B. Demonstrates awareness or knowledge of letters of the English language, especially letters from own name.</p>	<p><b>LKS 8-2 Develops Alphabetic Knowledge</b>  <u>3-Year Old:</u> Says or sings ABCs  <u>Pre-K:</u> Sings, says, or signs ABCs as a memorized chant; knows the names or sounds of most letters; begins to recognize letters in print</p>
<p>C. Begins to recognize the sound association for some letters.</p>	<p><b>LKS 8-2 Develops Alphabetic Knowledge</b>  <u>3-Year Old:</u> Says or sings ABCs  <u>Pre-K:</u> Sings, says, or signs ABCs as a memorized chant; knows the names or sounds of most letters; begins to recognize letters in print</p>
<p>D. Knows that letters of the alphabet are a special category of visual graphics that can be individually named.</p>	<p><b>LKS 8-2 Develops Alphabetic Knowledge</b>  <u>3-Year Old:</u> Says or sings ABCs  <u>Pre-K:</u> Sings, says, or signs ABCs as a memorized chant; knows the names or sounds of most letters; begins to recognize letters in print</p>
<p>Literacy Standard 7: Vocabulary – The child will develop and expand knowledge of words and word meanings to increase vocabulary.</p>	
<p>A. Shows a steady increase in listening and speaking vocabulary.</p>	<p><b>LC 7-4 Expands Vocabulary</b>  <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>B. Understands and follows oral directions (e.g., use of position words: under, above, through).</p>	<p><b>LC 7-4 Expands Vocabulary</b>  <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>C. Links new learning experiences and vocabulary to what is already known about a topic.</p>	<p><b>LC 7-4 Expands Vocabulary</b>  <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>Literacy Standard 8: Comprehension  – The child will associate meaning and understanding with reading.</p>	
<p>A. Begin to use prereading skills and strategies (e.g., connecting prior knowledge to text, making predictions about text and using picture clues).</p>	<p><b>LKS 8-3 Develops Emergent Reading</b>  <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</p>
<p>B. Demonstrates progress in abilities to retell and dictate stories from books and experiences.</p>	<p><b>ATL 1-2 Develops Memory</b>  <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>C. Remembers and articulates some sequences of events.</p>	<p><b>ATL 1-2 Develops Memory</b>  <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>D. Connects information and events to real-life experiences.</p>	<p><b>LKS 8-1 Develops Early Literacy</b>  <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</p>
<p>E. Demonstrates understanding of literal meaning of story being told through questions and comments.</p>	<p><b>LKS 8-1 Develops Early Literacy</b>  <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</p>
<p>F. Tells what is happening in a picture.</p>	<p><b>LKS 8-1 Develops Early Literacy</b>  <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-</p>

	left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story
Writing Standard 9: Writing Process – The child will use the “writing process” to express thoughts and feelings.	
A. Develops understanding that writing is a way of communicating for a variety of purposes.	<p><b>LKS 9-1 Develops Emergent Writing</b></p> <p><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> <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</p>
B. Progresses from using scribbles, shapes, or pictures to represent ideas to using letter like symbols, or writing familiar words such as their own name	<p><b>LKS 9-1 Develops Emergent Writing</b></p> <p><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> <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</p>
C. Participates in writing opportunities.	<p><b>LKS 9-1 Develops Emergent Writing</b></p> <p><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> <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</p>
D. Begins to remember and repeat stories and experiences through drawing and dictation.	<p><b>LKS 9-1 Develops Emergent Writing</b></p> <p><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> <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</p>

<b>Mathematics</b>	
Standard 1: Patterns – The child will sort and classify objects and analyze simple patterns	

A. Sorts and groups objects into a set and explains verbally what the objects have in common (e.g., color, size, shape).	<p><b>CS 13-2 Classifies or Sorts Objects</b>  <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>
B. Recognizes patterns, can repeat them, and explain them verbally (red, black, red, black, red, black).	<p><b>CM 11-2 Understands Patterns</b>  <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)</p>
Standard 2: Number Sense – The child will understand the relationship between numbers and quantities.	
A. Begins to associate number concepts, vocabulary, quantities, and written numerals in meaningful ways.	<p><b>CM 10-4 Reads and Writes Numbers</b>  <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>
B. Begins to make use of one-to-one correspondence in counting objects and matching groups of objects.	<p><b>CM 10-1 Begins Counting</b>  <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>
C. Develops increasing ability to count in sequence to ten.	<p><b>CM 10-1 Begins Counting</b>  <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>
D. Counts objects in a set one-by-one from one through five.	<p><b>CM 10-2 Builds and Observes Sets</b>  <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</p>
E. Identifies and creates sets of objects one through five.	<p><b>CM 10-2 Builds and Observes Sets</b>  <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</p>
F. Identifies numerals one through five.	<p><b>CM 10-4 Reads and Writes Numbers</b></p>

	<p><u>3-Year Old:</u> Can trace numbers: recognizes a few numbers in written form</p> <p><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>
G. Recognizes the numerical value of sets of objects through five.	<p><b>CM 10-2 Builds and Observes Sets</b></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>
Standard 3: Geometry and Spatial Sense – The child will identify common geometric shapes and explore the relationship of objects in the environment.	
A. Begins to recognize, describe, compare, and name common shapes (e.g., circle, square, triangle and rectangle).	<p><b>CM 12-1 Learns Shapes &amp; Sizes</b></p> <p><u>3-Year Old:</u> Identifies and names simple shapes; understands that shapes remain the same when flipped or rotated</p> <p><u>Pre-K:</u> Names and describes shapes; understands that two of the same shape can have different sizes; understands symmetry</p>
B. Builds an increasing understanding of directionality, order and position of objects and words (e.g., on, under, above).	<p><b>CM 12-2 Develops Spatial Awareness</b></p> <p><u>3-Year Old:</u> Understands conditional locations such as over/under, inside/outside, in front/behind</p> <p><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>
Standard 4: Measurement – The child will explore the concepts of nonstandard and standard measurement.	
A. Measures objects using nonstandard units of measurement (e.g., pencil, paper clip, block).	<p><b>CM 11-1 Learns Measurement and Quantities</b></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>
B. Compares objects according to observable attributes (e.g., long, longer, longest; short, shorter,	<p><b>CM 11-1 Learns Measurement and Quantities</b></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</p>

shortest; big, bigger, biggest; small, smaller, smallest; small, medium, large).	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
C. Compares and orders objects in graduated order (e.g., shortest to tallest, thinnest to thickest).	<b>CS 13-2 Classifies or Sorts Objects</b> <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. Develops an awareness of simple time concepts within his/her daily life (e.g., yesterday, today, tomorrow; morning, afternoon, night).	<b>SS 16-2 Understands Time</b> <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
Standard 5: Data Analysis – The child will collect and analyze data in a group setting.	
A. Begins to use numbers and counting as a means for solving problems and measuring quantity.	<b>CM 10-3 Learns Addition, Subtraction and Division</b> <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
B. Develops growing abilities to collect, describe, and record information through a variety of means, including discussion, drawings, maps, charts, and graphs.	<b>CM 11-1 Learns Measurement and Quantities</b> <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
C. Describes similarities and differences between objects.	<b>CS 13-2 Classifies or Sorts Objects</b> <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>Health, Safety and Physical Development</b>	
Standard 1: Large Motor Skill Development – The child will participate in activities that involve large motor skills.	
A. Demonstrates basic locomotor movements (e.g., galloping, hopping,	<b>PMP 17-2 Develops Lower Body Strength</b>

jumping, running, sliding, riding tricycles, pulling wagons, pushing wheelbarrows).	<u>3-Year Old:</u> Runs; jumps; hops; balances on 1 foot for up to 3 seconds <u>Pre-K:</u> Can jump forward several times without falling
B. Demonstrates body and space awareness to move and stop with control over speed and direction.	<b>PMP 17-1 Develops Perception &amp; Balance</b> <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
C. Demonstrates non-locomotor movements (e.g., bending, pulling, pushing, stretching, swaying, swinging, turning, twisting).	<b>PMP 17-1 Develops Perception &amp; Balance</b> <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
D. Demonstrates increasing abilities to coordinate movements in throwing, catching, kicking, bouncing balls, and using the slide and swing.	<b>PMP 17-5 Develops Large Motor Coordination Skills</b> <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
E. Coordinates large arm movements (e.g., easel painting, woodworking, climbing, throwing, playing rhythm band instruments, writing on chalkboard, playing with blocks, catching, and tossing).	<b>PMP 17-3 Develops Upper Body Strength</b> <u>3-Year Old:</u> Carries objects or pulls toys behind self while walking <u>Pre-K:</u> Carries objects or pulls toys behind self while walking; uses arm muscles to steer a tricycle
	<b>PMP 17-4 Develops Gross Hand-Eye Coordination</b> <u>3-Year Old:</u> Can go up climbing wall; catches a ball that has been bounced; throws a ball overhead <u>Pre-K:</u> Can use monkey bars; catches a ball that has been bounced; throws a ball overhead
F. Develops coordination and balance through a variety of activities.	<b>PMP 17-5 Develops Large Motor Coordination Skills</b> <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
Standard 2: Small Motor Skill Development – The child will participate in activities that involve small motor skills.	
A. Demonstrates increased fine muscle control (e.g., using pegs, beads, pattern blocks, crayons, pencils, paint brushes, finger paint,	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b> <u>3-Year Old:</u> Works with buttons, snaps, levers, etc.; strings large beads; cuts with scissors; creases paper; plays with dough and clay

scissors, glue, and a variety of puzzles).	<u>Pre-K:</u> Holds a crayon or marker using a tripod grasp; strings beads; cuts with scissors; has established right- or left-handedness
B. Demonstrates increasing control of small muscles in hands (e.g., using tongs or eyedropper, stringing beads).	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b> <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
Standard 3: Health-Enhancing Activity Development – The child will participate in health-enhancing activities for the development of lifetime health and fitness.	
A. Progresses in physical growth, strength, stamina and flexibility.	<b>PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times</b> <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
B. Understands that healthy bodies require rest, exercise, and good nutrition.	<b>PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times</b> <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
C. Shows growing independence in following routine healthy behaviors (e.g., hygiene, nutrition and personal care when eating, dressing, washing hands, brushing teeth, and toileting).	<b>PMP 19-2 Develops Self-Care Skills</b> <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
D. Builds awareness and ability to follow basic health and safety rules.	<b>PMP 20-1 Learns about Nutrition</b> <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
	<b>PMP 20-2 Learns Safety Rules</b> <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
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<b>Science</b>	
Standard 1: Science Processes and Inquiry – The child will investigate and experiment with objects to discover information.	
A. Develops increasing abilities to classify, compare, and contrast objects, events and experiences.	<b>CS 13-2 Classifies or Sorts Objects</b> <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. Selects and becomes familiar with simple scientific tools (e.g., magnifying glass, magnet).	<b>CS 13-1 Explores Objects</b> <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
C. Participates in simple experiments to discover information (e.g., bottles of water or homemade telephone to learn about vibration and sound, simple scale to determine heavy and light).	<b>CS 13-1 Explores Objects</b> <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
D. Asks questions, makes predictions, and communicates observations orally and/or in drawings.	<b>CS 13-1 Explores Objects</b> <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. Explores cause and effect.	<b>CS 14-2 Makes Predictions</b> <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?)
Standard 2: Physical – The child will investigate and describe objects that can be sorted in terms of physical properties.	
A. Develops an awareness of the sensory attributes of objects according to taste, smell, hearing, touch, and sight.	<b>CS 13-1 Explores Objects</b> <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
B. Develops an awareness of the properties of some objects (e.g., float-sink, heavy-light, rough-smooth, hard-soft, magnetic-nonmagnetic, solid-liquid, wet-dry).	<b>CS 13-1 Explores Objects</b> <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
C. Observes and describes how objects move (e.g., slide, turn, swirl, roll).	<b>CS 14-4 Draws Conclusions and Sorts Results</b> <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
Standard 3: Life – The child will observe and investigate plants and animals.	
A. Develops an awareness of what various plants and animals need for growth.	<b>CS 15-1 Explores the Natural Environment</b> <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.
B. Demonstrates a beginning awareness of the changes that plants and animals go through during their life (e.g., seed/plant, egg/chicken).	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b> <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
C. Demonstrates interest and respect for the plant and animal life around them.	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b> <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
Standard 4: Earth/Space – The child will investigate and observe the basic concepts of the Earth.	

<p>A. Develops an awareness of the properties of common earth materials (e.g., soil, rocks, water).</p>	<p><b>CS 15-1 Explores the Natural Environment</b>  <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>
<p>B. Develops an awareness of daily weather (e.g., sunny, cloudy, rainy, snowy, windy, hot, warm, cold).</p>	<p><b>CS 15-2 Develops an Understanding of and Care for the Natural World</b>  <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>
<p>C. Develops an awareness of the four seasons (e.g., temperature, weather appropriate clothing, changing leaves).</p>	<p><b>CS 15-2 Develops an Understanding of and Care for the Natural World</b>  <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>
<p>D. Observes and participates in a variety of activities related to preserving the environment.</p>	<p><b>CS 15-2 Develops an Understanding of and Care for the Natural World</b>  <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>

<p><b>Social and Personal Skills</b></p>	
<p>Standard 1: The child will participate in activities to develop the skills necessary for working and interacting with others.</p>	
<p>A. Plays, works and interacts easily with one or more children and/or adults.</p>	<p><b>SED 6-3 Cooperates with Peers</b>  <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</p>

	compromise in a group setting to resolve conflict; uses constructive language
B. Begins to develop relationships with others.	<b>SED 6-2 Bonds with Peers</b> <u>3-Year Old:</u> Interacts positively with other children in the group; begins to make friends; may have a favorite friend <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
C. Recognizes the feelings of others and responds appropriately.	<b>SED 6-1 Builds Empathy</b> <u>3-Year Old:</u> Recognizes the feelings of others; asks an adult for help when another child is in distress <u>Pre-K:</u> Shares in the joy of others; expresses sadness when another adult or child is sad
D. Develops confidence and stands up for own rights.	<b>SED 4-2 Becomes Confident</b> <u>3-Year Old:</u> Is pleased to complete daily routines and learn new skills <u>Pre-K:</u> Shows pride in accomplishments; develops positive self-image: awareness of self as having certain abilities, preferences, characteristics
E. Shows respect for others and their property.	<b>SED 6-3 Cooperates with Peers</b> <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
F. Recognizes and expresses own feelings and responds appropriately.	<b>SED 3-1 Expresses Emotion</b> <u>3-Year Old:</u> 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 <u>Pre-K:</u> Expresses a range of emotions; says how he/she is feeling and why; identifies emotions in photos (e.g., happy, sad, or confused)
G. Develops increasing abilities to give and take in interactions; to take turns in games or using materials; and to interact without being overly submissive or directive.	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b> <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
H. Works independently and/or cooperatively to solve problems or resolve conflicts.	<b>SED 6-3 Cooperates with Peers</b> <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
I. Seeks assistance from adult when appropriate.	<b>SED 5-2 Learns from Adults</b> Pre-K: Mirrors adult behavior in daily routines; seeks help or information when needed from adults
J. Demonstrates emerging awareness and respect for culture, ethnicity, abilities and disabilities.	<b>SS 16-1 Explores Cultures</b> <u>3-Year Old:</u> Learns about cultural differences, including clothing, food, art, and work Pre-K: Is learning that there are many different cultures and that people express culture in their dress, food, art, and work
Standard 2: The child will develop the skills necessary for participating in a variety of settings.	
A. States his/her full name, age, and name of parent or guardian.	<b>SED 4-1 Develops Awareness of Self</b> <u>3-Year Old:</u> Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family 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)
B. Shows ability to adjust to new situations.	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b> <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 Pre-K: Able to transition thinking and behavior, such as during group play in response to a friend's suggestion or idea; generates creative ideas, suggestions

<b>Social Studies</b>	
Standard 1: Civics – The child will exhibit traits of good citizenship.	
A. Works and plays cooperatively in a variety of settings (e.g., in large and small groups, learning centers).	<b>SED 6-3 Cooperates with Peers</b> <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 Pre-K: 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
B. Recognizes the importance of his/her role as a member of the family, the class and the community.	<b>SS 16-4 Learns about Community Roles and Jobs</b> <u>3-Year Old:</u> Learns about family roles and relationships Pre-K: 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
C. Listens to others while in large and small groups.	<b>SED 6-3 Cooperates with Peers</b>

	<p><b>3-Year Old:</b> 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</p> <p><b>Pre-K:</b> 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>
D. Shows respect for others and their property	<p><b>SED 6-3 Cooperates with Peers</b></p> <p><b>3-Year Old:</b> 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</p> <p><b>Pre-K:</b> 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. Develops an awareness of how people positively affect the environment.	<p><b>CS 15-2 Develops an Understanding of and Care for the Natural World</b></p> <p><b>3-Year Old:</b> Can name different types of plants and animals; helps in school garden; show respect for living things</p> <p><b>Pre-K:</b> 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>
F. Recognizes patriotic symbols and activities (e.g., American Flag).	<p><b>SS 16-5 Learns about Government and Economics</b></p> <p><b>3-Year Old:</b> Uses pretend money in games and play; pretends societal roles in play</p> <p><b>Pre-K:</b> 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>
Standard 2: Geography – The child will demonstrate knowledge of basic geographic concepts.	
A. Locates and describes familiar places (e.g., classroom, home, school, restaurant).	<p><b>SS 16-3 Explores Geography</b></p> <p><b>3-Year Old:</b> Learns about community places, such as home, school, park, etc.</p> <p><b>Pre-K:</b> 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>
B. Begins to develop an understanding of his/her community (e.g., home, school, city).	<p><b>SS 16-3 Explores Geography</b></p> <p><b>3-Year Old:</b> Learns about community places, such as home, school, park, etc.</p> <p><b>Pre-K:</b> 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>

Standard 3: The child will discuss how children in various communities and cultures are alike and different.	
A. Explores how children have needs in common (e.g., food, clothing, shelter).	<b>SS 16-1 Explores Cultures</b> <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
B. Explores how children are unique as to languages, food, clothing, transportation, and customs.	<b>SS 16-1 Explores Cultures</b> <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
B. Explores how families and communities build “traditions.”	<b>SS 16-1 Explores Cultures</b> <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
Standard 4: Geography – The child will explore various careers.	
A. Develops growing awareness of jobs and what is required to perform them.	<b>SS 16-4 Learns about Community Roles and Jobs</b> <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
B. Identifies various school and community personnel.	<b>SS 16-4 Learns about Community Roles and Jobs</b> <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
C. Develops an awareness of money being needed to purchase things.	<b>SS 16-5 Learns about Government and Economics</b> <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

**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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