

# 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:  
**Oregon Early Childhood Foundations**  
Ages 3-5



## References



Oregon Department of Education. (2007). *Oregon early childhood foundations*. OR: Author. Retrieved from [http://www.ode.state.or.us/gradelevel/pre\\_k/ecborntolearnecfoundations.pdf](http://www.ode.state.or.us/gradelevel/pre_k/ecborntolearnecfoundations.pdf)

<b>Oregon Early Childhood Foundations Ages 3-5</b>	<b>Vine Assessments by LifeCubby</b>
<b>Approaches to Learning</b>	<b>Vine Indicators</b>
<b>Initiative and Curiosity (IC)</b>	
AL.35.IC.01 Asks an adult to read stories	<p><b>LKS 8-1 Develops Early Literacy</b></p> <p><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> <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</p>
AL.35.IC.02 Asks an adult to explain an event	<p><b>ATL 1-4 Is Curious</b></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>
AL.35.IC.03 Tries alternative methods to solve a problem	<p><b>CS 14-1 Solves Problems</b></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>
AL.35.IC.04 Notices changes in routines and asks adult about them, or comments on change	<p><b>ATL 2-1 Understands Routines</b></p> <p><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</p> <p><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>
AL.35.IC.05 Discusses familiar and new topics and continues discussions by asking questions or making comments	<p><b>ATL 1-4 Is Curious</b></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>
<b>Engagement and Persistence (EP)</b>	
AL.35.EP.01 Maintains concentration over time on a task, question, set of directions or interactions	<p><b>ATL 1-1 Is Attentive</b></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>
AL.35.EP.02 Completes a variety of tasks, activities, projects and experiences (finishes painting before moving to next activity, puts toy away before leaving the area, etc.)	<p><b>ATL 1-3 Is Persistent</b></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>

	<u>Pre-K:</u> Completes reasonable tasks despite frustration, either by persisting independently or seeking help from a friend or adult
AL.35.EP.03 Asks for and accepts help and/or suggestions from teacher or peers for problem solving (putting larger or more blocks at the base will make the tower stronger)	<b>SED 5-1 Bonds with Adults</b> <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
AL.35.EP.04 Demonstrates ability to set goals and follow through on plans (identifies what he/she wants to paint, build, explore, defines how he/she wants to do it and is able to follow through to completion)	<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
<b>Reasoning and Problem Solving (PS)</b>	
AL.35.PS.01 Makes comparisons regarding observations (“There are more kittens than puppies.”)	<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
AL.35.PS.02 Makes predictions when observing events (“When I put the big block on the top the tower falls.”)	<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?)
AL.35.PS.03 Draws simple conclusions based on prior experiences and information (“We have snack before we go play; we read books before bed”)	<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
AL.35.PS.04 Offers simple, age appropriate reasons and ideas for tasks and problem solving (how to keep the book area in order, what to do if we have 2 paint stations and 3 people want to paint, etc.)	<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

<b>The Arts</b>	
<b>Music (MU)</b>	
AR.35.MU.01 Participates in musical activities such as singing, dancing, games and performances	<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.
AR.35.MU.02 Experiments with a variety of musical instruments that are age and size appropriate	<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.
AR.35.MU.03 Explores tempo and volume using musical instruments and props (real instruments or instruments created by the child such as scarves, streamers, etc.)	<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.
AR.35.MU.04 Knows words of familiar songs and sings or hums them	<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.
AR.35.MU.05 Makes up songs during play	<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.
AR.35.MU.06 Reacts to musical experiences through self-expression (singing, dancing)	<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.
<b>Visual Art (VA)</b>	
AR.35.VA.01 Uses materials in a variety of ways in creating expression (big/small brushes, single and mixed colors, tape, staples, glue, etc.)	<b>CCA 21-1 Explores Art Media</b> <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
AR.35.VA.02 Makes drawings, paintings, models and other artistic	<b>CCA 21-1 Explores Art Media</b>

expressions that are creative or realistic representations of people, animals or things in the environment	<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
AR.35.VA.03 Creates a visual representation of their experiences (collage after a walk, photo album with family members)	<b>CCA 21-1 Explores Art Media</b> <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
AR.35.VA.04 Observes and makes comparisons about artistic products produced by other individuals or cultures	<b>CCA 21-1 Explores Art Media</b> <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
<b>Movement (MO)</b>	
AR.35.MO.01 Responds to musical tempo with a variety of movements (nodding head, moving body, clapping, etc.)	<b>CCA 21-3 Explores Movement and Dance</b> <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
AR.35.MO.02 Performs simple pattern dances or movements in time to different beats and rhythms in music (walking, stomping, jumping, and marching)	<b>CCA 21-3 Explores Movement and Dance</b> <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
AR.35.MO.03 Uses dance and movement when “acting out a role” in dramatic play	<b>CCA 21-3 Explores Movement and Dance</b> <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
AR.35.MO.04 Expresses through movement and dancing what is felt and heard in various musical tempos, volumes and styles (happy, sad, loud, soft, etc.)	<b>CCA 21-3 Explores Movement and Dance</b> <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
<b>Dramatic Play (DP)</b>	
AR.35.DP.01 Talks to and plays with pretend friends, stuffed animals, puppets and other toys	<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
AR.35.DP.02 Engages in a variety of role play activities such as dress-up	<b>CCA 21-4 Participates in Dramatic Play</b>

	<p><b>3-Year Old:</b> 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><b>Pre-K:</b> Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers</p>
AR.35.DP.03 Represents real and/or familiar experiences through dramatic play, puppet play and play with dolls or figures	<p><b>CCA 21-4 Participates in Dramatic Play</b></p> <p><b>3-Year Old:</b> 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><b>Pre-K:</b> Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers</p>
AR.35.DP.04 Acts out parts of a story or movie	<p><b>CCA 21-4 Participates in Dramatic Play</b></p> <p><b>3-Year Old:</b> 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><b>Pre-K:</b> Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers</p>
AR.35.DP.05 Uses words, actions and materials to portray a role or assume a character	<p><b>CCA 21-4 Participates in Dramatic Play</b></p> <p><b>3-Year Old:</b> 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><b>Pre-K:</b> Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers</p>
AR.35.DP.06 Plans a theme or plot and interacts with other characters	<p><b>CCA 21-4 Participates in Dramatic Play</b></p> <p><b>3-Year Old:</b> 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><b>Pre-K:</b> Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers</p>

<b>Language and Literacy Development</b>	
Listening and Understanding (LU)	
LL.35.LU.01 Understands and uses home language and English during play and/or when conversing with other children or adults	<p><b>LC 7-1 Develops Receptive Communication</b></p> <p><b>3-Year Old:</b> Follows adult directives; begins to follow 2-3 step instructions; understands verbal and nonverbal cues</p> <p><b>Pre-K:</b> Follows class rules and routines; can follow multi-step directions of increasing complexity; listens to stories, directions, and conversations</p>
LL.35.LU.02 Carries on a conversation either verbally or by another means to extend thoughts and ideas	<p><b>LC 7-2 Develops Expressive Communication</b></p> <p><b>3-Year Old:</b> 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</p> <p><b>Pre-K:</b> Asks questions and communicates information using increasing detail and more complex words; uses</p>

	multiple clauses in sentences (e.g., if/then, what/then); connects phrases and sentences to build ideas
LL.35.LU.03 Participates in conversations, tells short stories, and engages in finger plays, rhymes, and poems	<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
LL.35.LU.04 Retells main ideas of familiar stories, songs or poems	<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
<b>Speaking and Communicating (SC)</b>	
LL.35.SC.01 Acquires vocabulary to effectively express feelings and thoughts	<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)
LL.35.SC.02 Initiates conversations and discussions with peers and adults	<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
LL.35.SC.03 Uses sentences that includes two or more separate ideas	<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
LL.35.SC.04 Uses home language and/or English to communicate	<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

information, experiences, ideas, feelings	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
LL.35.SC.05 Uses home language to express opinions, tell jokes, describe events and ask questions	<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
<b>Phonological Awareness (PA)</b>	
LL.35.PA.01 Recognizes matching sounds and rhymes in familiar words (cat, hat, bat, rat, etc)	<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)
LL.35.PA.02 Discriminates rhyming words in familiar games, songs, stories and poems	<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)
LL.35.PA.03 Sings or chants rhymes or rhyming songs such as “Down by the Bay”	<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)
LL.35.PA.04 Recognizes parts of words (claps for each syllable in the word such as HAP- PY (2 claps), PINE-AP- PLE (3 claps), etc.)	<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)
LL.EC.PA.05 Plays with sounds to make up new words (silly, willy, nilly walked to philly, “I got a bumpa whumpa”, etc.)	<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)
LL.35.PA.06 Associates sounds with written letters	<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)
LL.35.PA.07 Isolates beginning and ending sounds in printed or spoken words	<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>Book Knowledge and Appreciation (BK)</b>	
LL.35.BK.01 Demonstrates sustained listening during story time (asks for story to be read again, wants to go back to favorite part, wants to study the picture, etc)	<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
LL.35.BK.02 Pretends to read a story	<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
LL.35.BK.03 Gains information from stories read aloud (relates events in stories to personal knowledge and experiences)	<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
LL.35.BK.04 Answers questions about the story, tells and retells stories from books and experiences	<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</p>
LL.35.BK.05 Learns to sequence and predict a story	<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>
LL.35.BK.06 Tells a story to others	<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>
LL.35.BK.07 Recognizes various forms of writing and its purpose (such as poetry or a dictionary)	<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>
Print Awareness and Alphabet Knowledge (PR)	
LL.35.PR.01 Understands that words can be written down and read	<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>

LL.35.PR.02 Asks a person to read print such as: signs, lists, newspapers, messages, menus, and stories	<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>
LL.35.PR.03 Points to words using a left to right progression when “reading” picture books	<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>
LL.35.PR.04 Recognizes or “reads” several words	<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>
LL.35.PR.05 Associates sounds and written words (looks at books sees familiar letters and makes letter sounds and might even say letter name)	<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>
LL.35.PR.06 Identifies most letters of the alphabet	<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>
<b>Early Writing (EW)</b>	
LL.35.EW.01 Labels a drawing with several randomly placed letter-like shapes	<p><b>LKS 9-1 Develops Emergent Writing</b>  <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>
LL.35.EW.02 Represents ideas, stories and experiences through pictures, dictation and play (copies signs and writing in the classroom)	<p><b>LKS 9-1 Develops Emergent Writing</b>  <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
LL.35.EW.03 Shows progression from using scribbles, shapes or pictures to represent ideas, to writing recognizable letters	<b>LKS 9-1 Develops Emergent Writing</b> <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
LL.35.EW.04 Copies or writes familiar words and own name	<b>LKS 9-1 Develops Emergent Writing</b> <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

<b>Mathematics (MA)</b>	
<b>Numbers and Operations (NO)</b>	
MA.35.NO.01 Counts up to ten	<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
MA.35.NO.02 Uses number concepts and vocabulary such as: first, last, next to, before, after, etc.	<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
MA.35.NO.03 Combines, separates and names “how many” concrete objects	<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

MA.35.NO.04 Uses words such as more than and less than to express some number concepts	<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>
MA.35.NO.05 Recognizes numerals 1 – 20	<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>
MA.35.NO.06 Uses words such as yesterday, today and tomorrow in conversation	<p><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</p>
<b>Geometry and Spatial Sense (GS)</b>	
MA.35.GS.01 Recognizes simple shapes	<p><b>CM 12-1 Learns Shapes &amp; Sizes</b>  <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>
MA.35.GS.02 Compares various sizes of items (longer, shorter, same)	<p><b>CM 12-1 Learns Shapes &amp; Sizes</b>  <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>
MA.35.GS.03 Describes, compares and names common shapes, their parts and attributes (circle, square, triangle, round, three sides, etc.)	<p><b>CM 12-1 Learns Shapes &amp; Sizes</b>  <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>
MA.35.GS.04 Uses descriptive words such as: up, down, over, under, top, bottom, inside, outside, in front of and behind	<p><b>CM 12-2 Develops Spatial Awareness</b>  <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>
<b>Patterns and Measurement (PM)</b>	

MA.35.PM.01 Recognizes, duplicates and extends simple patterns using variety of materials	<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>
MA.35.PM.02 Creates original patterns	<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>
MA.35.PM.03 Makes predictions about what might come next in a pattern	<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>
MA.35.PM.04 Explores, compares and describes length, weight or volume using items in the environment (strings, cubes, blocks, sticks, rulers, cartons etc.)	<p><b>CM 11-1 Learns Measurement and Quantities</b>  <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>
MA.35.PM.05 Shows awareness of time concepts (shows interest in calendar, clock, today, next week, etc.)	<p><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</p>

<b>Physical Education and Health (PE)</b>	
Fine (Small) Motor (FM)	
PE.35.FM.01 Explores and manipulates objects in multiple ways (blocks, puzzles, buttons, zippers, stringing small beads, etc.)	<p><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</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
PE.35.FM.02 Develops strength, dexterity and control needed to master use of markers, pencils, brushes, crayons, scissors, paper punch, stapler and hammer (pulls caps off markers and replaces them firmly, etc.)	<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
PE.35.FM.03 Develops in eye-hand coordination (builds with blocks, puts puzzles together, copies shapes and patterns, opens and closes jars or lids on containers)	<b>PMP 18-2 Develops Fine Hand-Eye Coordination</b> <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
<b>Gross (Large) Motor (GM)</b>	
PE.35.GM.01 Engages in complete movements such as climbing and walking up and down stairs	<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
PE.35.GM.02 Demonstrates control and balance by: marching, hopping, running, jumping, pulling toys, pushing boxes, etc	<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
PE.35.GM.03 Demonstrates coordinated movements such as throwing balls	<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
PE.35.GM.04 Uses indoor and outdoor equipment such as the slide or 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
<b>Health Status and Practices (HP)</b>	
PE.35.HP.01 Follows program safety rules	<b>PMP 20-2 Learns Safety Rules</b>

	<p><u>3-Year Old:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands &amp; follows safety rules; follows teacher's instructions when prompted</p> <p><u>Pre-K:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands &amp; follows safety rules; follows teacher's instructions</p>
PE.35.HP.02 Recognizes common signs for poison, danger and warning	<p><b>PMP 20-2 Learns Safety Rules</b></p> <p><u>3-Year Old:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands &amp; follows safety rules; follows teacher's instructions when prompted</p> <p><u>Pre-K:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands &amp; follows safety rules; follows teacher's instructions</p>
PE.35.HP.03 Demonstrates growing independence in hygiene and personal care such as hand washing (after toilet, before eating, after animal handling, etc.), teeth brushing, wiping nose	<p><b>PMP 19-2 Develops Self-Care Skills</b></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>
PE.35.HP.04 Demonstrates healthy eating behaviors (talks about and shows interest in foods that are healthy)	<p><b>PMP 20-1 Learns about Nutrition</b></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>

<b>Science (SC)</b>	
Matter or the Physical World (MA)	
SC.35.MA.01 Explores a variety of materials to learn about weight, size, texture, shape, color and temperature	<p><b>CS 13-1 Explores Objects</b></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>
SC.35.MA.02 Uses a variety of tools and objects to explore and discover the world and how things work in the world (magnets, microscope, scales, thermometer, etc.)	<p><b>CS 13-1 Explores Objects</b></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>
SC.35.MA.03 Makes observations and predictions, and tries things out to discover what will happen	<p><b>CS 14-2 Makes Predictions</b></p> <p><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?)
SC.35.MA.04 Experiments with the effects of personal actions on objects (notices and plans for the effect of using different blocks for building stability and height)	<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?)
SC.35.MA.05 Identifies and discusses changes that occur in nature and manmade materials over time (observes weather changes, leaf colors, food molding, etc.)	<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
<b>Force, Movement and Energy (FE)</b>	
SC.35.FE.01 Shows curiosity and inquiry through play (becomes intentional when choosing blocks for construction or experiments with toys and other materials to test speed, falling, etc.)	<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
SC.35.FE.02 Explores objects and materials and their impact on one another (uses eye dropper to drop color in glasses of water, compares what will float or sink, builds a series of inclines to see how far the marble will roll )	<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
SC.35.FE.03 Observes and explores different ways objects and materials move and change (What makes the tricycle go? How long will the swing go back and forth if I give it one big push? Explores different ways to use toys and equipment, etc.)	<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>Forming the Questions and Hypothesis and Designing the Investigation (FQ)</b>	
SC.35.FQ.01 Shows curiosity through exploration of objects and materials	<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

<p>SC.35.FQ.02 Begins to ask scientific questions and use observations in making predictions and formulating theories about how things work (Where does the moon go during the day? What makes the wind blow? How do we make the water move?, etc.)</p>	<p><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</p>
<p>SC.35.FQ.03 Uses appropriate materials for problem-solving and exploration of the physical world (magnifying glasses, magnifying bug container, videotape, photos, etc.)</p>	<p><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</p>
<p>SC.35.FQ.04 Explores possible answers to simple science based questions through investigation (child gives his/her hypothesis and then tests ideas through observation, experiments and discussion)</p>	<p><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</p>
<p>Collecting and Presenting Data and Analyzing and Interpreting Results (CD)</p>	
<p>SC.35.CD.01 Collects describes and records information through a variety of means including: discussion, drawing, graphing, tallying, photographing, writing (attempts simple line drawings, moves to more details as experiences grow)</p>	<p><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</p>
<p>SC.35.CD.02 Shows ability to predict and explain results of a simple investigation (discusses ideas of what might happen and why)</p>	<p><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</p>
<p>SC.35.CD.03 Describes patterns and relationships, and discusses things that are alike/different</p>	<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>
<p>SC.35.CD.04 Shows ability to measure time, length, distance and weight</p>	<p><b>CM 11-1 Learns Measurement and Quantities</b>  <u>3-Year Old:</u> Understands quantities of length, height, weight, time, or compares amounts between two or more</p>

	<p>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>Organisms and Heredity (OH)</b>	
SC.35.OH.01 Notices similarities, differences and categories of plants and animals such as appearances, behaviors and habitats	<p><b>CS 15-1 Explores the Natural Environment</b></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>
SC.35.OH.02 Recognizes water and food as common needs of all living things	<p><b>CS 15-2 Develops an Understanding of and Care for the Natural World</b></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>
SC.35.OH.03 Describes similar characteristics of living things such as dogs, cats, birds, trees (cats and dogs have fur, birds have feathers, fish swim, butterflies fly, Christmas trees are different from the trees that lose their leaves)	<p><b>CS 15-2 Develops an Understanding of and Care for the Natural World</b></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>
SC.35.OH.04 Has an understanding of family (describes family make-up, learns about family differences, begins to understand family membership and roles)	<p><b>SS 16-4 Learns about Community Roles and Jobs</b></p> <p><u>3-Year Old:</u> Learns about family roles and relationships</p> <p><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</p>
SC.35.OH.05 Shows growing understanding of and respect for living things in the environment (is considerate of living things, shows interest in recycling and taking care of the world)	<p><b>CS 15-2 Develops an Understanding of and Care for the Natural World</b></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>

Diversity and Interdependence and the Dynamic Earth Overview (DI)	
SC.35.DI.01 Recognizes and respects that living things have unique needs such as food and water	<p><b>CS 15-2 Develops an Understanding of and Care for the Natural World</b></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>
SC.35.DI.02 Demonstrates understanding that living things grow and change over time	<p><b>CS 15-2 Develops an Understanding of and Care for the Natural World</b></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>
SC.35.DI.03 Recognizes differences in non-living earth materials (rock, dirt, sand)	<p><b>CS 15-2 Develops an Understanding of and Care for the Natural World</b></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>
SC.35.DI.04 Develops awareness and beginning understanding of changes in the weather and the seasons	<p><b>CS 15-2 Develops an Understanding of and Care for the Natural World</b></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>
SC.35.DI.05 Observes the characteristics and movement of the sun, moon, stars and clouds	<p><b>CS 15-2 Develops an Understanding of and Care for the Natural World</b></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>

<b>Social Emotional Development (SE)</b>	
<b>Self Concept (SA)</b>	
SE.35.SA.01 Is willing to try new things (play dough, finger painting, cooking, etc.)	<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
SE.35.SA.02 Willing to stay with a task for a meaningful period of time	<b>ATL 1-1 Is Attentive</b> <u>3-Year Old:</u> Pays attention during story time; focuses on an activity for 10 or more minutes <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
SE.35.SA.03 Expresses confidence and pride in accomplishments	<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
SE.35.SA.04 Demonstrates independence in a range of activities, routines and tasks	<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
SE.35.SA.05 Initiates play and work activities with others	<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
SE.35.SA.06 Expresses awareness of self in terms of specific abilities, characteristics and preferences (“I am taller than this rock!”)	<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 <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>Self Control (SC)</b>	
SE.35.SC.01 Uses words to expresses feelings (“I don’t like...,” or “I’m happy!”)	<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)
SE.35.SC.02 Manages feelings and is able to calm self	<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
SE.35.SC.03 Follows simple rules and participates in routines (waits in line)	<b>ATL 2-2 Shows Responsibility</b> <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
SE.35.SC.04 Successfully completes transitions (moves from play to clean up; leaves toys when asked to come for a ride within normal time expected)	<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
SE.35.SC.05 Develops understanding of how his/her actions affect others	<b>ATL 2-2 Shows Responsibility</b> <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
SE.35.SC.06 Attempts to resolve conflicts by using a variety of strategies other than aggression	<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
<b>Cooperation (CO)</b>	
SE.35.CO.01 Interacts with others and actively participates by taking turns, sharing materials and interacting positively	<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
SE.35.CO.02 Works in small and large group settings with adult support	<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
SE.35.CO.03 Enters a group and plays cooperatively	<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
SE.35.CO.04 Accepts guidance and direction from adults in the environment	<b>ATL 2-2 Shows Responsibility</b> <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
SE.35.CO.05 Uses compromise and discussion while working, planning, playing and resolving conflicts with peers	<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
<b>Social Relationships (SR)</b>	
SE.35.SR.01 Communicates with a range of familiar adults; responds to and initiates conversation	<b>SED 5-1 Bonds with Adults</b> <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
SE.35.SR.02 Initiates, engages and sustains peer interactions; shares toys and materials during play	<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
SE.35.SR.03 Builds a relationship with at least one other child; shows loyalty to a friend	<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

SE.35.SR.04 Develops friendships with peers	<p><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</p>
Knowledge of Families, Community, and Diversity (KF)	
SE.35.KF.01 Understands assigned family roles and tasks	<p><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</p>
SE.35.KF.02 Identifies other people in their roles and what they do (policeman)	<p><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</p>
SE.35.KF.03 Identifies his/her personal characteristics including name, age and gender	<p><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  <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)</p>
SE.35.KF.04 Recognizes familiar places in the environment (home, school, parks, stores, restaurants, etc.)	<p><b>SS 16-3 Explores Geography</b>  <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>
SE.35.KF.05 Describes similarities and differences among families and communities (Joseph says hello in some other language)	<p><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</p>

<b>Social Science (SS)</b>	
History (HI)	
SS.35.HI.01 Recognizes the beginning and end of an event (sits on the rug when the music stops, washes hands before snack)	<p><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</p>



SS.35.HI.02 Recalls information about immediate past (before lunch, after snack, yesterday)	<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
SS.35.HI.03 Explores and is curious about changes over time	<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
SS.35.HI.04 Demonstrates the ability to put events in correct sequence (describes what takes place during different parts of the day, retells a story, talks about an event on the playground using terms such as first, then, etc.)	<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
SS.35.HI.05 Experiments with general terms related to properties of time (“Today I get to go to Grandma’s house,” “Yesterday was my Daddy’s birthday”, etc.)	<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
SS.35.HI.06 Makes predictions about what might happen (“We might get a puppy.”)	<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?)
<b>Geography, Environment and Surroundings (GE)</b>	
SS.35.GE.01 Describes characteristics of the physical environment, (identifies playground by the swings, tells color of his/her house, talks about where the paints go and where you put the blocks etc.)	<b>SS 16-3 Explores Geography</b> <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
SS.35.GE.02 Identifies different environments by the people or signs that are part of that environment such as his/her name, the stop sign at the corner by the school, the symbol for no climbing posted by the slide, etc	<b>SS 16-3 Explores Geography</b> <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
SS.35.GE.03 Shows interest in using real tools for locating places (looks at the globe or map to find a place, may	<b>SS 16-3 Explores Geography</b> <u>3-Year Old:</u> Learns about community places, such as home, school, park, etc.

bring in a compass because you are going on a walk, making maps of familiar places or a treasure map, 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
<b>Economics and Economic Concepts (EC)</b>	
SS.35.EC.01 Uses objects (pretend or real) to buy, barter, or trade. Uses play money at the play center store to buy groceries, negotiates for a toy with another toy or object, etc.	<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
SS.35.EC.02 Understands the relationship of supply to demand, and dependence on others to provide for wants and needs (tries to problem solve when there is not enough fruit for everyone at snack time, asks for help because all the children do not have markers and they are all gone, etc.)	<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
SS.35.EC.03 Understands and recognizes the use of money as an exchange for goods or services (talks about what he/she will buy with their birthday money or allowance, may ask for money to buy something, gives the teacher money and says "this is to buy my milk," etc.)	<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
<b>Civics and Government Rules (CG)</b>	
SS.35.CG.01 Understands different places have different rules (he/she can't play ball, where children swing and slide, knows that "outside voices" aren't for the home or classroom etc.)	<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
SS.35.CG.02 Understands basic rules and understands consequences for actions (he/she throws sand; they will not be able to play in the sand box, etc.)	<b>ATL 2-2 Shows Responsibility</b> <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

SS.35.CG.03 Demonstrates independence, follows routines with little supervision (can get own materials for projects, cleans up readily, puts toys and materials in proper places)	<b>ATL 2-2 Shows Responsibility</b> <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
SS.35.CG.04 Understands concepts of voting and making choices (group may raise hands to choose which books to read, games to play, etc.)	<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
SS.35.CG.05 Demonstrates ability to create rules in play (everyone gets one turn in the circle or on the new tricycle.)	<b>ATL 2-2 Shows Responsibility</b> <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
<b>Family Roles and Relationships (FR)</b>	
SS.35.FR.01 Identifies his/her role in the family structure (knows he/she has a big brother, identifies they are the biggest (oldest) in their family, etc.)	<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
SS.35.FR.02 Recognizes and describes the roles within the home (talks about where “mommy” works, identifies who cooks dinner and who tells him/her to pick up toys before bed, etc.)	<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
SS.35.FR.03 Uses knowledge of immediate surroundings to make sense of his/her family’s connection to the community and the world (uses a bag for briefcase or lunch box and pretends to be a parent going to work, plays on the swing and says he has a swing at home, etc.)	<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>Government Diversity (GD)</b>	
<b>SED 4-1 Develops Awareness of Self</b>	

<p>SS.35.GD.01 Identifies and recognizes the gender of persons within their family, classroom and of storybook characters</p>	<p><b>3-Year Old:</b> Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family  <b>Pre-K:</b> 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> <p><b>SED 5-1 Bonds with Adults</b>  <b>3-Year Old:</b> Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems  <b>Pre-K:</b> Establishes secure relationships with adults; offers to help adult with a task; seeks guidance from trusted adults</p> <p><b>SED 6-2 Bonds with Peers</b>  <b>3-Year Old:</b> Interacts positively with other children in the group; begins to make friends; may have a favorite friend  <b>Pre-K:</b> 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>
<p>SS.35.GD.02 Describes self and compares similarities with others (“I have blue eyes, you have brown.”, “I am bigger and can pick up my baby sister.”, etc.)</p>	<p><b>SED 4-1 Develops Awareness of Self</b>  <b>3-Year Old:</b> Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family  <b>Pre-K:</b> 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>
<p>SS.35.GD.03 Recognizes and identifies differences in personal characteristics and family makeup (“I have a sister but you don’t.”, “Jalen has black hair but mine is blond.”, “Jamal doesn’t have a daddy.”)</p>	<p><b>SED 4-1 Develops Awareness of Self</b>  <b>3-Year Old:</b> Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family  <b>Pre-K:</b> 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>
<p>SS.35.GD.04 Demonstrates growing awareness that people of the world differ in language, dress, food, and where they live (“Carlos talks in Spanish.”), as well as comment on another child or adult’s skin color, dress, food, disability, etc.</p>	<p><b>SS 16-1 Explores Cultures</b>  <b>3-Year Old:</b> Learns about cultural differences, including clothing, food, art, and work  <b>Pre-K:</b> Is learning that there are many different cultures and that people express culture in their dress, food, art, and work</p>
<p>SS.35.GD.05 Describes that different people have different responsibilities and jobs in the community (identifies that a fireman puts out fires, a policeman keeps us safe, the doctor gives us shots to make us well, etc.)</p>	<p><b>SS 16-4 Learns about Community Roles and Jobs</b>  <b>3-Year Old:</b> Learns about family roles and relationships  <b>Pre-K:</b> 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</p>
<p>SS.35.GD.06 Identifies self as a member of a group outside of the family (knows what class they are in,</p>	<p><b>SED 4-1 Develops Awareness of Self</b></p>

<p>knows what group they go with for snack, music or physical exercise, etc.)</p>	<p><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)</p>
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**DISCLAIMER:**

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