

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:
South Dakota Early Learning Guidelines
Pre-Kindergarten



References



South Dakota Department of Education. (2006). *South Dakota early learning guidelines*. SD: Author. Retrieved from https://doe.sd.gov/oess/documents/HEADSTART_EarlyLearningGuidelines.pdf

South Dakota Early Learning Guidelines	Vine Assessments by LifeCubby
Social / Emotional Development	Vine Indicators
Standard 1: Self-Concept and Self-Confidence	
1. Identify themselves by name.	SED 4-1 Develops Awareness of Self <u>Pre-K:</u> Recognizes similarities and differences between self and others (e.g., gender, physical characteristics, likes/dislikes); identifies self as part of a group, (e.g., family, community, culture, faith, class)
2. Describe themselves using several basic descriptors, such as gender and physical features.	SED 4-1 Develops Awareness of Self <u>Pre-K:</u> Recognizes similarities and differences between self and others (e.g., gender, physical characteristics, likes/dislikes); identifies self as part of a group, (e.g., family, community, culture, faith, class)
3. Take pride in accomplishments.	SED 4-2 Becomes Confident <u>Pre-K:</u> Shows pride in accomplishments; develops positive self-image: awareness of self as having certain abilities, preferences, characteristics
4. Adjust to new situations.	ATL 1-6 Thinks with Creativity & Flexibility <u>Pre-K:</u> Able to transition thinking and behavior, such as during group play in response to a friend's suggestion or idea; generates creative ideas, suggestions
5. Separate easily from family member or familiar caregiver.	ATL 1-5 Shows Initiative <u>3-Year Old:</u> Enjoys new experiences; works independently for brief periods of time without adult prompting <u>Pre-K:</u> Makes and conveys choices to friends and teachers
6. Demonstrate self-efficacy by exerting independence in play situations and during regular routines.	ATL 1-5 Shows Initiative <u>Pre-K:</u> Makes and conveys choices to friends and teachers
Standard 2: Regulation Emotions	
1. Use words to express their needs, wants, and feelings, as well as to identify the emotions of others.	SED 3-1 Expresses Emotion <u>Pre-K:</u> Expresses a range of emotions; says how he/she is feeling and why; identifies emotions in photos (e.g., happy, sad, or confused)
2. Demonstrate knowledge that there are different ways of showing feelings.	SED 3-1 Expresses Emotion <u>Pre-K:</u> Expresses a range of emotions; says how he/she is feeling and why; identifies emotions in photos (e.g., happy, sad, or confused)
3. Recognize they can do things to change the way they feel and how others feel.	SED 3-2 Manages Feelings & Demonstrates Self-Control <u>Pre-K:</u> Has methods for coping with intense feelings (getting a comfort item; using words; counting to 5); seeks adult assistance in intense situations; is learning to control impulses and emotions; is able to wait turn
Standard 3: Respect and Appreciation of Similarities and Differences	

1. Express ways in which others are similar and different, such as eye color, gender, and favorite activities.	SED 4-1 Develops Awareness of Self <u>Pre-K:</u> Recognizes similarities and differences between self and others (e.g., gender, physical characteristics, likes/dislikes); identifies self as part of a group, (e.g., family, community, culture, faith, class)
2. Play with a variety of children, regardless of gender, race, or ability	SED 6-2 Bonds with Peers <u>Pre-K:</u> Shows affection for friends; may have a favorite friend; knows some likes or dislikes of peers; participates in group song, dance, acting/role-play
3. Recognize that everyone has emotions and that other people may not feel the same way they do about everything.	SED 6-1 Builds Empathy <u>Pre-K:</u> Shares in the joy of others; expresses sadness when another adult or child is sad
4. Demonstrate caring and concern for others.	SED 6-1 Builds Empathy <u>Pre-K:</u> Shares in the joy of others; expresses sadness when another adult or child is sad
5. Respect the rights and property of others.	SED 6-3 Cooperates with Peers <u>Pre-K:</u> Engages in play that requires cooperation with other children, including games with rules; recognizes negative behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language
Standard 4: Pro-Social Behaviors and Cooperation	
1. Develop positive relationships with peers and trusted adults.	SED 5-1 Bonds with Adults <u>Pre-K:</u> Establishes secure relationships with adults; offers to help adult with a task; seeks guidance from trusted adults
2. Participate in group routines, and transition smoothly from one activity to the next.	SED 6-3 Cooperates with Peers <u>Pre-K:</u> Engages in play that requires cooperation with other children, including games with rules; recognizes negative behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language
3. Use materials purposefully and respectfully and participate in cleaning up and putting away materials.	ATL 2-2 Shows Responsibility <u>Pre-K:</u> Follows class rules; treats classroom property appropriately; puts objects away properly; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege
4. Defend self while respecting the rights of others.	SED 6-3 Cooperates with Peers <u>Pre-K:</u> Engages in play that requires cooperation with other children, including games with rules; recognizes negative behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language
5. Identify qualities that make a good friend.	SED 6-2 Bonds with Peers <u>Pre-K:</u> Shows affection for friends; may have a favorite friend; knows some likes or dislikes of peers; participates in group song, dance, acting/role-play
6. Play independently, in pairs, and cooperatively in small groups.	SED 6-2 Bonds with Peers <u>Pre-K:</u> Shows affection for friends; may have a favorite friend; knows some likes or dislikes of peers; participates in group song, dance, acting/role-play

7. Initiate play and know how to enter into a group of children who are already involved in play.	SED 6-2 Bonds with Peers <u>Pre-K:</u> Shows affection for friends; may have a favorite friend; knows some likes or dislikes of peers; participates in group song, dance, acting/role-play
8. Take turns, share, and be courteous to others, using words such as “thank you,” “please,” and “excuse me.”	SED 6-3 Cooperates with Peers <u>Pre-K:</u> Engages in play that requires cooperation with other children, including games with rules; recognizes negative behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language

Approaches to Learning	
Standard 1: Curiosity and Eagerness	
1. Choose to participate in a wide variety of activities and demonstrate willingness to try new experiences.	ATL 1-4 Is Curious <u>Pre-K:</u> Shows interest in new experiences; demonstrates eagerness to learn
2. Ask questions to find answers and wonder why	ATL 1-4 Is Curious <u>Pre-K:</u> Shows interest in new experiences; demonstrates eagerness to learn
3. Demonstrate eagerness to find out more about other people and to discover new things in the environment.	ATL 1-4 Is Curious <u>Pre-K:</u> Shows interest in new experiences; demonstrates eagerness to learn
Standard 2: Initiative and Persistence	
1. Demonstrate persistence by working toward completing tasks, and sustain attention and focus on activities.	ATL 1-3 Is Persistent <u>Pre-K:</u> Completes reasonable tasks despite frustration, either by persisting independently or seeking help from a friend or adult
2. Select and engage in activities, moving independently from one activity to another, and demonstrate self-direction when making choices.	ATL 1-5 Shows Initiative <u>3-Year Old:</u> Enjoys new experiences; works independently for brief periods of time without adult prompting <u>Pre-K:</u> Makes and conveys choices to friends and teachers
3. Demonstrate self-help skills, including selecting toys and materials to use in activities and returning them when finished.	PMP 19-2 Develops Self-Care Skills <u>Pre-K:</u> Knows to wash hands with soap before eating, after toileting, and after wiping nose; independently brushes teeth; shows preference for certain clothing and prefers to dress and undress self; able to zip, button, and snap; may be able to tie shoes
Standard 3: Problem Solving and Reflection	
1. Attempt several different strategies when encountering difficulty during daily routines or in the use of materials.	CS 14-1 Solves Problems <u>Pre-K:</u> Uses creative solutions to reach goals; experiments with objects such as puzzles or blocks to build structures to solve problems
2. Demonstrate satisfaction or delight when solving a problem or completing a task.	SED 4-2 Becomes Confident <u>Pre-K:</u> Shows pride in accomplishments; develops positive self-image: awareness of self as having certain abilities, preferences, characteristics

3. Demonstrate thinking skills and verbal problem-solving skills (use self-talk and thinking aloud to solve problems).	CS 14-1 Solves Problems <u>Pre-K:</u> Uses creative solutions to reach goals; experiments with objects such as puzzles or blocks to build structures to solve problems
4. Demonstrate resiliency and coping skills when faced with challenges.	ATL 1-3 Is Persistent <u>Pre-K:</u> Completes reasonable tasks despite frustration, either by persisting independently or seeking help from a friend or adult
5. Seek help from adults and peers when needed.	SED 5-2 Learns from Adults <u>Pre-K:</u> Mirrors adult behavior in daily routines; seeks help or information when needed from adults
Standard 4: Invention and Imagination	
1. Explore and experiment with a wide variety of materials and activities.	CS 13-1 Explores Objects <u>Pre-K:</u> Identifies all 5 senses (smell, sight, sound, touch, taste) and uses them to explore objects in the environment; observes objects using tools such as color paddles, prisms and magnifying glasses
2. Make independent decisions about materials to use in order to express individuality.	ATL 1-5 Shows Initiative <u>Pre-K:</u> Makes and conveys choices to friends and teachers
3. Develop creative solutions in play and daily situations.	ATL 1-6 Thinks with Creativity & Flexibility <u>Pre-K:</u> Able to transition thinking and behavior, such as during group play in response to a friend's suggestion or idea; generates creative ideas, suggestions
4. Engage in fantasy play, taking on pretend roles with real or imaginary objects.	CCA 21-4 Participates in Dramatic Play <u>Pre-K:</u> Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers
5. Use imagination to try new ways of doing things and work with materials in creative ways.	ATL 1-6 Thinks with Creativity & Flexibility <u>Pre-K:</u> Able to transition thinking and behavior, such as during group play in response to a friend's suggestion or idea; generates creative ideas, suggestions

Language and Literacy	
Standard 1: Reading	
1. Demonstrate motivation, interest and enjoyment in books, reading, and acting out stories while engaged in play.	LKS 8-1 Develops Early Literacy <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story
2. Demonstrate book-handling skills, such as holding a book right-side up and turning pages from front to back.	LKS 8-1 Develops Early Literacy <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies

	title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story
3. Recognize familiar environmental print, such as “STOP” signs, and realize it has meaning.	LKS 8-3 Develops Emergent Reading <u>Pre-K:</u> Recognizes a few common sight words; understands structure: beginning, middle, end of a story; shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning and recognizes that different text forms are used for different purposes
4. Retell a story from a familiar book and relate it to real-life experiences.	LKS 8-1 Develops Early Literacy <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story
5. Make predictions of next steps in a story.	CS 14-2 Makes Predictions <u>3-Year Old:</u> Makes simple predictions about what will happen next, such as during activities or when hearing a story <u>Pre-K:</u> Able to make and test predictions (e.g., what color will we get if we mix the yellow dye and the blue dye?)
6. Demonstrate knowledge that a symbol can represent something else (e.g. a word can stand for an object, a name for a person, a picture for the real object.)	LKS 8-3 Develops Emergent Reading <u>Pre-K:</u> Recognizes a few common sight words; understands structure: beginning, middle, end of a story; shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning and recognizes that different text forms are used for different purposes
7. Recognize own first name in print.	LKS 8-3 Develops Emergent Reading <u>Pre-K:</u> Recognizes a few common sight words; understands structure: beginning, middle, end of a story; shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning and recognizes that different text forms are used for different purposes
8. Demonstrate knowledge of the Alphabetic Principle, the concept that the sounds of speech can be represented by one or more letters of the alphabet.	LKS 8-2 Develops Alphabetic Knowledge <u>Pre-K:</u> Sings, says, or signs ABCs as a memorized chant; knows the names or sounds of most letters; begins to recognize letters in print
9. Identify at least 10 letters of the alphabet, especially those in their own name.	LKS 8-2 Develops Alphabetic Knowledge <u>Pre-K:</u> Sings, says, or signs ABCs as a memorized chant; knows the names or sounds of most letters; begins to recognize letters in print
10. Demonstrate knowledge of the basic concepts of print, such as knowing the differences between pictures, letters, and words.	LKS 8-3 Develops Emergent Reading <u>Pre-K:</u> Recognizes a few common sight words; understands structure: beginning, middle, end of a story; shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning and recognizes that different text forms are used for different purposes
Standard 2: Writing	
1. Demonstrate motivation to draw and write during play, experimenting	LKS 9-1 Develops Emergent Writing <u>Pre-K:</u> Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to

with writing tools, such as pencils, crayons, markers, and the computer keyboard.	copy simple words from classroom labels and other materials; shows awareness that a word is made up of letters
2. Demonstrate understanding that their spoken words can be represented with written letters or symbols as they dictate	LKS 9-1 Develops Emergent Writing <u>Pre-K:</u> Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to copy simple words from classroom labels and other materials; shows awareness that a word is made up of letters
3. Use scribbling and drawing to represent their ideas and then begin to use letters and developmental or invented spelling of words to communicate a message.	LKS 9-1 Develops Emergent Writing <u>Pre-K:</u> Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to copy simple words from classroom labels and other materials; shows awareness that a word is made up of letters
4. Attempt to write their own names using a variety of materials.	LKS 9-1 Develops Emergent Writing <u>Pre-K:</u> Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to copy simple words from classroom labels and other materials; shows awareness that a word is made up of letters
5. Use environmental print (such as signs, labels on food, and general print around them) to help in their writing, and ask adults for help in writing messages, lists, and stories.	LKS 9-1 Develops Emergent Writing <u>Pre-K:</u> Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to copy simple words from classroom labels and other materials; shows awareness that a word is made up of letters
Standard 3: Listening and Phonological Awareness	
1. Listen and respond to conversations with adults and other children during play.	LC 7-1 Develops Receptive Communication <u>Pre-K:</u> Follows class rules and routines; can follow multi-step directions of increasing complexity; listens to stories, directions, and conversations
2. Identify sounds and words in their daily environment.	LC 7-3 Develops Phonemic Awareness <u>Pre-K:</u> Can “clap” syllables in words; recognizes words that rhyme, associates sounds with letters and words; recognizes alliteration (words that start with the same sound)
3. Listen attentively to books and stories.	LKS 8-1 Develops Early Literacy <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story
4. Repeat familiar songs, rhymes, and phrases from favorite storybooks.	LC 7-3 Develops Phonemic Awareness <u>Pre-K:</u> Can “clap” syllables in words; recognizes words that rhyme, associates sounds with letters and words; recognizes alliteration (words that start with the same sound)
5. Demonstrate understanding of an increasingly rich vocabulary.	LC 7-4 Expands Vocabulary <u>Pre-K:</u> Asks questions about new words; uses new words on a regular basis; shows growth in number of words or signs used in conversation with others; asks meanings of words; understands that some words mean the same thing and some words are opposites (e.g., house/home and big/little)

6. Follow simple directions with two or more steps.	LC 7-1 Develops Receptive Communication <u>Pre-K:</u> Follows class rules and routines; can follow multi-step directions of increasing complexity; listens to stories, directions, and conversations
7. Recognize some rhyming sounds.	LC 7-3 Develops Phonemic Awareness <u>Pre-K:</u> Can “clap” syllables in words; recognizes words that rhyme, associates sounds with letters and words; recognizes alliteration (words that start with the same sound)
8. Demonstrate the ability to hear individual parts of words and separate the parts using clapping, finger snapping, or other movement (e.g. clapping out each syllable of pup-py, di-no-saur.)	LC 7-3 Develops Phonemic Awareness <u>Pre-K:</u> Can “clap” syllables in words; recognizes words that rhyme, associates sounds with letters and words; recognizes alliteration (words that start with the same sound)
9. Identify words that begin with the same sound from a small group of words.	LC 7-3 Develops Phonemic Awareness <u>Pre-K:</u> Can “clap” syllables in words; recognizes words that rhyme, associates sounds with letters and words; recognizes alliteration (words that start with the same sound)
10. Repeat spoken words when requested.	LC 7-4 Expands Vocabulary <u>Pre-K:</u> Asks questions about new words; uses new words on a regular basis; shows growth in number of words or signs used in conversation with others; asks meanings of words; understands that some words mean the same thing and some words are opposites (e.g., house/home and big/little)
Standard 4: Speaking/Communicating and Oral Language Development	
1. Play with the sounds of language, repeating rhymes, songs, poems and fingerplays.	LC 7-3 Develops Phonemic Awareness <u>3-Year Old:</u> Can say rhymes; can give a rhyming word when prompted <u>Pre-K:</u> Can “clap” syllables in words; recognizes words that rhyme, associates sounds with letters and words; recognizes alliteration (words that start with the same sound)
2. Use an increasingly rich vocabulary.	LC 7-4 Expands Vocabulary <u>Pre-K:</u> Asks questions about new words; uses new words on a regular basis; shows growth in number of words or signs used in conversation with others; asks meanings of words; understands that some words mean the same thing and some words are opposites (e.g., house/home and big/little)
3. Demonstrate motivation to communicate in play and everyday activities.	LC 7-2 Develops Expressive Communication <u>Pre-K:</u> Asks questions and communicates information using increasing detail and more complex words; uses multiple clauses in sentences (e.g., if/then, what/then); connects phrases and sentences to build ideas
4. Provide meaningful responses to questions and pose questions to learn new information or clarify ideas.	LC 7-6 Learns Conversation Structure <u>Pre-K:</u> Participates in multi-turn conversations with friends and adults; mirrors tone, volume and tense; uses verbal and nonverbal conversational rules (e.g., takes turns, eye contact, loud and soft voice as appropriate, etc.); connects phrases and sentences to build ideas
5. Use complete sentences of varying length to express ideas and feelings	LC 7-2 Develops Expressive Communication

through spoken language, sign language, or other forms of communication.	<u>Pre-K:</u> Asks questions and communicates information using increasing detail and more complex words; uses multiple clauses in sentences (e.g., if/then, what/then); connects phrases and sentences to build ideas
6. Initiate and engage in conversation and discussions with adults and other children.	LC 7-6 Learns Conversation Structure <u>Pre-K:</u> Participates in multi-turn conversations with friends and adults; mirrors tone, volume and tense; uses verbal and nonverbal conversational rules (e.g., takes turns, eye contact, loud and soft voice as appropriate, etc.); connects phrases and sentences to build ideas
7. Tell real or imaginary stories that have a recognizable beginning, middle, and end.	LC 7-2 Develops Expressive Communication <u>Pre-K:</u> Asks questions and communicates information using increasing detail and more complex words; uses multiple clauses in sentences (e.g., if/then, what/then); connects phrases and sentences to build ideas
Standard 5: Learning New Languages	
1. Name at least one example of a language other than their home languages.	SS 16-1 Explores Cultures <u>Pre-K:</u> Is learning that there are many different cultures and that people express culture in their dress, food, art, and work
2. Say simple greetings in another language, such as “hola” (“hello” in Spanish) and “adios” (“good-bye” in Spanish) or use sign language to express a greeting.	LC 7-4 Expands Vocabulary <u>Pre-K:</u> Asks questions about new words; uses new words on a regular basis; shows growth in number of words or signs used in conversation with others; asks meanings of words; understands that some words mean the same thing and some words are opposites (e.g., house/home and big/little)
For a child learning English as a new language:	
3. Listen to peers and adults speaking in English to learn new information, and show some understanding of the language.	LC 7-1 Develops Receptive Communication <u>Pre-K:</u> Follows class rules and routines; can follow multi-step directions of increasing complexity; listens to stories, directions, and conversations
4. Engage in nonverbal communication with those who speak a language other than their native languages.	LC 7-2 Develops Expressive Communication <u>Pre-K:</u> Asks questions and communicates information using increasing detail and more complex words; uses multiple clauses in sentences (e.g., if/then, what/then); connects phrases and sentences to build ideas
5. Play with the sounds and intonation of the English language as well as their home languages.	LC 7-3 Develops Phonemic Awareness <u>Pre-K:</u> Can “clap” syllables in words; recognizes words that rhyme, associates sounds with letters and words; recognizes alliteration (words that start with the same sound)
6. Identify names of common objects in the environment.	LC 7-4 Expands Vocabulary <u>Pre-K:</u> Asks questions about new words; uses new words on a regular basis; shows growth in number of words or signs used in conversation with others; asks meanings of words; understands that some words mean the same thing and some words are opposites (e.g., house/home and big/little)
7. Use simple words and phrases to communicate with adults and other children.	LC 7-2 Develops Expressive Communication <u>Pre-K:</u> Asks questions and communicates information using increasing detail and more complex words; uses multiple clauses in sentences (e.g., if/then, what/then); connects phrases and sentences to build ideas

Mathematics	
Standard 1: Number Sense and Operations	
1. Count by ones to 10 and higher.	CM 10-1 Begins Counting <u>Pre-K:</u> Counts by rote to 20; can count objects up to 20; understands and uses ordinal terms (1st, 2nd, 3rd); may be able to skip count by 2, 5, or 10
2. Count the number of items in a group of up to 10 objects and know that the last number tells how many.	CM 10-1 Begins Counting <u>Pre-K:</u> Counts by rote to 20; can count objects up to 20; understands and uses ordinal terms (1st, 2nd, 3rd); may be able to skip count by 2, 5, or 10
3. Verbally count backward from 5.	CM 10-1 Begins Counting <u>Pre-K:</u> Counts by rote to 20; can count objects up to 20; understands and uses ordinal terms (1st, 2nd, 3rd); may be able to skip count by 2, 5, or 10
4. Look at a group of up to 4 objects and quickly see and say the number of objects.	CM 10-2 Builds and Observes Sets <u>Pre-K:</u> Can look at groups of objects up to 5 and indicate how many items without having to count them; compares quantities in sets and uses appropriate vocabulary: equal, more, less
5. Recognize and name numerals 1 to 5.	CM 10-4 Reads and Writes Numbers <u>Pre-K:</u> Can write some numbers up to 10; recognizes a few numbers in written form; recognizes both numerals and number names
6. Compare two groups (containing up to 5 objects each) and describe them using comparative words, such as more, less, fewer, or equal.	CM 10-2 Builds and Observes Sets <u>Pre-K:</u> Can look at groups of objects up to 5 and indicate how many items without having to count them; compares quantities in sets and uses appropriate vocabulary: equal, more, less
7. Use and understand the terms first, last, and first through fifth.	CM 10-1 Begins Counting <u>Pre-K:</u> Counts by rote to 20; can count objects up to 20; understands and uses ordinal terms (1st, 2nd, 3rd); may be able to skip count by 2, 5, or 10
8. Separate a collection of 10 items into 2 equal groups.	CM 10-3 Learns Addition, Subtraction and Division <u>Pre-K:</u> Can add "1" to a set of objects and know that it is 1 more; can subtract 1 from a set of objects and know that it is 1 less; can split a set of objects equally to divide by 2
9. Give up to 5 items when requested.	CM 10-2 Builds and Observes Sets <u>Pre-K:</u> Can look at groups of objects up to 5 and indicate how many items without having to count them; compares quantities in sets and uses appropriate vocabulary: equal, more, less
Standard 2: Shapes/Geometry	
1. Recognize and name circle, triangle and rectangle (which includes square).	CM 12-1 Learns Shapes & Sizes <u>Pre-K:</u> Names and describes shapes; understands that two of the same shape can have different sizes; understands symmetry
2. Build and describe two-dimensional shapes, such as making circles and triangles with blocks and play dough.	CM 12-1 Learns Shapes & Sizes <u>Pre-K:</u> Names and describes shapes; understands that two of the same shape can have different sizes; understands symmetry

3. Recognize that a shape remains the same shape when it changes position.	CM 12-1 Learns Shapes & Sizes <u>Pre-K:</u> Names and describes shapes; understands that two of the same shape can have different sizes; understands symmetry
4. Sort and match objects with the same shape and size, and lay an object of the same shape and size on top of another to show they are the same.	CM 12-1 Learns Shapes & Sizes <u>Pre-K:</u> Names and describes shapes; understands that two of the same shape can have different sizes; understands symmetry CS 13-2 Classifies or Sorts Objects <u>Pre-K:</u> Compares objects based on attributes, such as weight, odor, color, texture, function or sound
5. Make a picture by combining shapes.	CM 12-1 Learns Shapes & Sizes <u>Pre-K:</u> Names and describes shapes; understands that two of the same shape can have different sizes; understands symmetry
6. Take a shape apart (decompose) to make new shapes, such as finding two triangles in a square.	CM 12-1 Learns Shapes & Sizes <u>Pre-K:</u> Names and describes shapes; understands that two of the same shape can have different sizes; understands symmetry
7. Demonstrate and begin to use the language of the relative position of objects in the environment and play situations, such as up, down, over, under, top, bottom, inside, outside, in front, behind, between, next to.	CM 12-2 Develops Spatial Awareness <u>Pre-K:</u> Uses location words (in, on, under, etc.); uses standard or nonstandard units of measurement to determine length, height, capacity etc. of object(s); compares length, height, capacity of a container, such as how many scoops are needed to fill a bucket
8. Create two-dimensional shapes and three-dimensional structures that have symmetry.	CM 12-1 Learns Shapes & Sizes <u>Pre-K:</u> Names and describes shapes; understands that two of the same shape can have different sizes; understands symmetry
Standard 3: Measurement	
1. Compare length and other attributes of objects, using the terms bigger, longer, and taller.	CM 11-1 Learns Measurement and Quantities <u>Pre-K:</u> Explores and observes ways to use tools to measure objects (e.g., erasers, paper clips, ruler, scale, thermometer, measuring cups, etc.); develops growing abilities to collect, describe, and record measurement in different ways, such as charting results or measuring distance on a map
2. Compare two objects by placing one on top of another and indicate which object takes up more space.	CM 11-1 Learns Measurement and Quantities <u>Pre-K:</u> Explores and observes ways to use tools to measure objects (e.g., erasers, paper clips, ruler, scale, thermometer, measuring cups, etc.); develops growing abilities to collect, describe, and record measurement in different ways, such as charting results or measuring distance on a map
3. Arrange objects in order according to characteristics or attributes, such as height.	CM 11-1 Learns Measurement and Quantities <u>Pre-K:</u> Explores and observes ways to use tools to measure objects (e.g., erasers, paper clips, ruler, scale, thermometer, measuring cups, etc.); develops growing abilities to collect, describe, and record measurement in different ways, such as charting results or measuring distance on a map
4. Identify and use measurement tools, such as ruler, scales,	CM 11-1 Learns Measurement and Quantities <u>Pre-K:</u> Explores and observes ways to use tools to measure objects (e.g., erasers, paper clips, ruler, scale, thermometer, measuring cups, etc.); develops growing abilities to collect,

measuring cups, thermometer, clock, and calendar.	describe, and record measurement in different ways, such as charting results or measuring distance on a map
Standard 4: Making Sense of Data	
1. Sort objects onto a large graph according to one attribute, such as size, shape or color.	CS 13-2 Classifies or Sorts Objects <u>Pre-K:</u> Compares objects based on attributes, such as weight, odor, color, texture, function or sound
2. Name the category that has the most, least, or the same on a large graph.	CM 11-1 Learns Measurement and Quantities <u>Pre-K:</u> Explores and observes ways to use tools to measure objects (e.g., erasers, paper clips, ruler, scale, thermometer, measuring cups, etc.); develops growing abilities to collect, describe, and record measurement in different ways, such as charting results or measuring distance on a map
3. Gather information to answer questions of interest.	CM 11-1 Learns Measurement and Quantities <u>Pre-K:</u> Explores and observes ways to use tools to measure objects (e.g., erasers, paper clips, ruler, scale, thermometer, measuring cups, etc.); develops growing abilities to collect, describe, and record measurement in different ways, such as charting results or measuring distance on a map
Standard 5: Patterns/Algebra	
1. Sort, classify, and order objects by size and other properties.	CS 13-2 Classifies or Sorts Objects <u>Pre-K:</u> Compares objects based on attributes, such as weight, odor, color, texture, function or sound
2. Identify simple patterns in the context of play or daily activities (such as “block, car, block, car”) and use patterns to describe relationships between objects (“car follows block”).	CM 11-2 Understands Patterns <u>Pre-K:</u> Can create, duplicate or extend more complex patterns, such as red-blue-green-red-blue-green; can fill in a missing piece of a pattern; seriates a group of like objects (small, medium, large, or light, medium, dark)
3. Predict, repeat, and extend a simple pattern in the context of play or daily activities (“dish, spoon, dish, spoon”).	CM 11-2 Understands Patterns <u>Pre-K:</u> Can create, duplicate or extend more complex patterns, such as red-blue-green-red-blue-green; can fill in a missing piece of a pattern; seriates a group of like objects (small, medium, large, or light, medium, dark)

Science	
Standard 1: Science as Inquiry	
1. Express wonder, ask questions, and make simple predictions, such as whether an object will sink or float.	CS 14-2 Makes Predictions <u>Pre-K:</u> Able to make and test predictions (e.g., what color will we get if we mix the yellow dye and the blue dye?)
2. Observe and use senses to explore materials and their environment both indoors and outdoors.	CS 13-1 Explores Objects <u>Pre-K:</u> Identifies all 5 senses (smell, sight, sound, touch, taste) and uses them to explore objects in the environment; observes objects using tools such as color paddles, prisms and magnifying glasses
3. Use simple tools and measuring devices, such as balance scales, thermometers, and rulers to explore the environment.	CS 13-1 Explores Objects <u>Pre-K:</u> Identifies all 5 senses (smell, sight, sound, touch, taste) and uses them to explore objects in the environment; observes objects using tools such as color paddles, prisms and magnifying glasses

Standard 2: Physical Science	
1. Observe and use words to describe physical changes, such as a solid turning to liquid.	CS 14-4 Draws Conclusions and Sorts Results <u>Pre-K:</u> Can explain the results of an experiment and plan next steps; can sort experiment results into groups (e.g., works/doesn't work, sinks/floats); uses "if/then" and "cause/effect" reasoning, with or without adult help
2. Identify similarities and differences of objects.	CS 13-2 Classifies or Sorts Objects <u>Pre-K:</u> Compares objects based on attributes, such as weight, odor, color, texture, function or sound
3. Compare and sort materials according to one or more properties.	CS 13-2 Classifies or Sorts Objects <u>Pre-K:</u> Compares objects based on attributes, such as weight, odor, color, texture, function or sound
4. Explore ways to move objects, such as pushing or pulling and describe these motions.	CS 13-1 Explores Objects <u>Pre-K:</u> Identifies all 5 senses (smell, sight, sound, touch, taste) and uses them to explore objects in the environment; observes objects using tools such as color paddles, prisms and magnifying glasses
Standard 3: Life Science	
1. Observe and classify living things as animals or plants and use words to describe them.	CS 15-1 Explores the Natural Environment <u>Pre-K:</u> Investigates how the natural environment works, such as growing plants, having an ant farm, having a butterfly garden, etc.
2. Demonstrate knowledge that living things have basic needs, such as food, water, and air.	CS 15-2 Develops an Understanding of and Care for the Natural World <u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things
3. Demonstrate knowledge that plants, animals, and humans live in environments that support their needs, such as fish living in water	CS 15-2 Develops an Understanding of and Care for the Natural World <u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things
4. Recognize that living things, including themselves, change and grow throughout their life cycles.	CS 15-2 Develops an Understanding of and Care for the Natural World <u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things
Standard 4: Earth and Space Science	
1. Explore the properties of earth materials, such as sand and water, through play	CS 15-1 Explores the Natural Environment <u>Pre-K:</u> Investigates how the natural environment works, such as growing plants, having an ant farm, having a butterfly garden, etc.
2. Name objects in the sky, including sun, moon, clouds, and stars.	CS 15-2 Develops an Understanding of and Care for the Natural World <u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things

3. Describe differences between night and day.	CS 15-2 Develops an Understanding of and Care for the Natural World <u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things
4. Recognize and describe current conditions and changes in the weather.	CS 15-2 Develops an Understanding of and Care for the Natural World <u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things
5. Observe and describe basic changes in the seasons.	CS 15-2 Develops an Understanding of and Care for the Natural World <u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things
Standard 5: Science and Technology	
1. Use tools or objects in the environment to solve problems or complete tasks.	CS 14-1 Solves Problems <u>Pre-K:</u> Uses creative solutions to reach goals; experiments with objects such as puzzles or blocks to build structures to solve problems
2. Use the computer and other technology, if available, to explore how their actions can cause an effect.	CS 13-3 Learns Using Technology <u>Pre-K:</u> May be learning how to play educational games using a computer and keyboard or tablet
3. Identify some objects as being found in nature and others as being made by people.	CS 15-2 Develops an Understanding of and Care for the Natural World <u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things
Standard 6: Science, Environment and Society	
1. Demonstrate care and respect for the environment.	CS 15-2 Develops an Understanding of and Care for the Natural World <u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things
2. Demonstrate knowledge that their actions and actions of others can change the environment.	CS 15-2 Develops an Understanding of and Care for the Natural World <u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things
3. Recognize ways to recycle and reuse materials.	CS 15-2 Develops an Understanding of and Care for the Natural World <u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural

	phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things
4. Demonstrate understanding that everyone can use science to explore and solve problems.	CS 15-2 Develops an Understanding of and Care for the Natural World <u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things

Health and Physical Development	
Standard 1: Health and Safety	
1. Recognize and identify nutritious foods.	PMP 20-1 Learns about Nutrition 3 <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
2. Independently practice personal care and self-help skills, including washing hands, brushing teeth, toileting, dressing, and eating.	PMP 19-2 Develops Self-Care Skills <u>Pre-K:</u> Knows to wash hands with soap before eating, after toileting, and after wiping nose; independently brushes teeth; shows preference for certain clothing and prefers to dress and undress self; able to zip, button, and snap; may be able to tie shoes
3. Know how and when to alert adults to dangerous situations.	PMP 20-2 Learns Safety Rules <u>Pre-K:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions
4. Recognize basic safety symbols, including stop signs, red lights, and poison symbols.	PMP 20-2 Learns Safety Rules <u>Pre-K:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions
5. Follow street, vehicle, and bike safety rules, such as looking both ways before crossing, and using car safety seats and bike helmets.	PMP 20-2 Learns Safety Rules <u>Pre-K:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions
6. Know how to respond safely in emergency situations, such as a fire or tornado, and in the presence of strangers or dangerous objects.	PMP 20-2 Learns Safety Rules <u>Pre-K:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions
Standard 2: Gross Motor	
1. Participate in play and movement activities and describe how physical activity contributes to their overall health ("Exercise helps make me strong!").	PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times <u>Pre-K:</u> Can play for up to an hour of gross motor activity; is graduating off afternoon nap; understands the importance of exercise
2. Demonstrate loco-motor skills by walking, running, hopping, galloping, marching, and climbing.	PMP 17-2 Develops Lower Body Strength <u>3-Year Old:</u> Runs; jumps; hops; balances on 1 foot for up to 3 seconds <u>Pre-K:</u> Can jump forward several times without falling

3. Demonstrate stability, flexibility, and balance by standing on one foot, turning, stretching, bending, rolling, balancing, stopping, jumping, and twisting.	PMP 17-1 Develops Perception & Balance <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
4. Demonstrate increasing coordination when pedaling, throwing, catching, kicking, bouncing objects, and hitting objects with racquets or paddles.	PMP 17-5 Develops Large Motor Coordination Skills <u>Pre-K:</u> Walks up and down stairs with alternating feet; can pedal a tricycle, climb a ladder, and or swing without assistance; can kick, throw, bounce or catch a ball; skips or claps
5. Demonstrate increasing body strength and endurance in play and movement experiences.	PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times <u>Pre-K:</u> Can play for up to an hour of gross motor activity; is graduating off afternoon nap; understands the importance of exercise
Standard 3: Fine Motor	
1. Participate in play and movement activities that enhance fine motor development.	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills <u>Pre-K:</u> Holds a crayon or marker using a tripod grasp; strings beads; cuts with scissors; has established right- or left-handedness
2. Demonstrate eye-hand coordination through activities such as stringing large beads and completing simple puzzles.	PMP 18-2 Develops Fine Hand-Eye Coordination <u>Pre-K:</u> Works with fine motor manipulatives, such as jigsaw puzzles or beads; ties knots and loops; uses a keyboard
3. Practice self-help skills, such as buttoning, zipping, and snapping.	PMP 19-2 Develops Self-Care Skills <u>Pre-K:</u> Knows to wash hands with soap before eating, after toileting, and after wiping nose; independently brushes teeth; shows preference for certain clothing and prefers to dress and undress self; able to zip, button, and snap; may be able to tie shoes
4. Display strength and control while using a variety of manipulative materials including scissors, pencils, crayons, small toys and connecting blocks.	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills <u>Pre-K:</u> Holds a crayon or marker using a tripod grasp; strings beads; cuts with scissors; has established right- or left-handedness

The Creative Arts	
Standard 1: Visual Arts	
1. Use a variety of materials for constructing, painting, drawing, and sculpting.	CCA 21-1 Explores Art Media <u>Pre-K:</u> Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes
2. Demonstrate enjoyment and confidence in their ability to freely	CCA 21-1 Explores Art Media <u>Pre-K:</u> Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes

plan and create artwork of their own design.	
3. Describe experiences, ideas, emotions, people, and objects represented in their artwork.	CCA 21-1 Explores Art Media <u>Pre-K:</u> Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes
4. Use words to describe their artwork in terms of color, line, shape, space, and texture.	CCA 21-1 Explores Art Media <u>Pre-K:</u> Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes
5. Demonstrate value and respect for their own artwork and that of their peers.	CCA 21-1 Explores Art Media <u>Pre-K:</u> Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes
6. Show appreciation for a variety of artwork, including that of their own culture and community, as well as others.	CCA 21-1 Explores Art Media <u>Pre-K:</u> Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes
Standard 2: Music	
1. Show enjoyment and participate in a variety of musical and rhythmic experiences, including singing, listening, and using musical instruments.	CCA 21-2 Explores Music <u>Pre-K:</u> Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.
2. Use music to communicate and express feelings, ideas, and experiences.	CCA 21-2 Explores Music <u>Pre-K:</u> Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.
3. Notice and imitate changes in vocal and instrumental music (high and low, loud and soft, etc.)	CCA 21-2 Explores Music <u>Pre-K:</u> Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.
4. Show appreciation for a variety of music, including that of their own culture and community as well as others.	CCA 21-2 Explores Music <u>Pre-K:</u> Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.
Standard 3: Creative Movement	
1. Participate in a variety of creative movement experiences, which could include dance and rhythmic activities.	CCA 21-3 Explores Movement and Dance <u>Pre-K:</u> Begins to show individual expression in creative movement activities
2. Explore ways to move imaginatively with and without music, such as stretching, galloping, twisting, bending, swaying, marching, and clapping.	CCA 21-3 Explores Movement and Dance <u>Pre-K:</u> Begins to show individual expression in creative movement activities
3. Use movement to communicate and express feelings, ideas, and experiences.	CCA 21-3 Explores Movement and Dance <u>Pre-K:</u> Begins to show individual expression in creative movement activities

4. Respond and move to the beat, tempo, and dynamics of music.	CCA 21-3 Explores Movement and Dance <u>Pre-K:</u> Begins to show individual expression in creative movement activities
5. Show appreciation for a variety of expressive movement, including that of their own culture and community, as well as others.	CCA 21-3 Explores Movement and Dance <u>Pre-K:</u> Begins to show individual expression in creative movement activities
Standard 4: Dramatic Play	
1. Participate in a variety of spontaneous, imaginative play experiences alone or with others and create and engage in increasingly detailed and extended scenarios in their dramatic play.	CCA 21-4 Participates in Dramatic Play <u>Pre-K:</u> Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers
2. Use dramatic play to communicate and express feelings, ideas, and experiences.	CCA 21-4 Participates in Dramatic Play <u>Pre-K:</u> Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers
3. Use words and actions to imitate a variety of familiar stories, roles, and real-life or fantasy experiences.	CCA 21-4 Participates in Dramatic Play <u>Pre-K:</u> Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers
4. Use materials and props to represent objects in creative play.	CCA 21-4 Participates in Dramatic Play <u>Pre-K:</u> Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers
5. Show appreciation for a variety of dramatic experiences from their own culture and community as well as others, including storytelling, puppetry, and theater.	CCA 21-4 Participates in Dramatic Play <u>Pre-K:</u> Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers

Social Studies	
Standard 1: Families/Cultures	
1. Identify themselves as individuals and as belonging to a family.	SED 4-1 Develops Awareness of Self <u>Pre-K:</u> Recognizes similarities and differences between self and others (e.g., gender, physical characteristics, likes/dislikes); identifies self as part of a group, (e.g., family, community, culture, faith, class)
2. Describe what a family is and roles that family members can play	SS 16-4 Learns about Community Roles and Jobs <u>3-Year Old:</u> Learns about family roles and relationships
3. Share family traditions and daily routines and demonstrate interest in learning about the traditions of others.	SED 4-1 Develops Awareness of Self <u>Pre-K:</u> Recognizes similarities and differences between self and others (e.g., gender, physical characteristics, likes/dislikes); identifies self as part of a group, (e.g., family, community, culture, faith, class)

4. Demonstrate understanding that there are diverse families and cultures and all have value.	SS 16-1 Explores Cultures <u>Pre-K:</u> Is learning that there are many different cultures and that people express culture in their dress, food, art, and work
Standard 2: Community/Civics	
1. Demonstrate confidence in expressing individual opinions and thoughts.	ATL 1-5 Shows Initiative <u>Pre-K:</u> Makes and conveys choices to friends and teachers
2. Demonstrate respect for the thoughts and opinions of others, even when different from their own.	SED 6-3 Cooperates with Peers <u>Pre-K:</u> Engages in play that requires cooperation with other children, including games with rules; recognizes negative behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language
3. Demonstrate understanding that communities are composed of groups of people who live, play, or work together and identify communities to which they belong.	SS 16-4 Learns about Community Roles and Jobs <u>Pre-K:</u> Learns about community helpers; studies different types of careers and jobs; understands the need for various roles in a society; learns about important contributions of historical figures
4. Participate in creating and following rules and routines.	ATL 2-2 Shows Responsibility <u>Pre-K:</u> Follows class rules; treats classroom property appropriately; puts objects away properly; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege
5. Take responsibility for simple tasks that contribute to the well-being of the group.	ATL 2-2 Shows Responsibility <u>Pre-K:</u> Follows class rules; treats classroom property appropriately; puts objects away properly; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege
Standard 3: History/Time	
1. Describe past, current and future events.	SS 16-2 Understands Time <u>Pre-K:</u> Understands basic concepts of time including past-present-future; may understand basic units of time, including hours-minutes-days; learns about calendars, including week-month-year
2. Describe their day and coming activities in terms of daily routines (first we..., then we...).	SS 16-2 Understands Time <u>Pre-K:</u> Understands basic concepts of time including past-present-future; may understand basic units of time, including hours-minutes-days; learns about calendars, including week-month-year
3. Describe how a past event relates to something happening currently or in the future.	SS 16-2 Understands Time <u>Pre-K:</u> Understands basic concepts of time including past-present-future; may understand basic units of time, including hours-minutes-days; learns about calendars, including week-month-year
4. Share stories or pictures about themselves in the past.	SED 4-1 Develops Awareness of Self <u>Pre-K:</u> Recognizes similarities and differences between self and others (e.g., gender, physical characteristics, likes/dislikes); identifies self as part of a group, (e.g., family, community, culture, faith, class)
	ATL 1-2 Develops Memory <u>Pre-K:</u> Recalls part or all of a story, including characters and main events

Standard 4: Geography/Places, People and Environments	
1. Describe where they live and where others live in relationship to them.	SS 16-3 Explores Geography <u>3-Year Old:</u> Learns about community places, such as home, school, park, etc. <u>Pre-K:</u> Learns about how the local community is a part of a broader world, such as state and country; may study maps to learn about far-away cultures
2. Identify various living environments, such as farm, ranch, city, town, and country.	SS 16-3 Explores Geography <u>3-Year Old:</u> Learns about community places, such as home, school, park, etc. <u>Pre-K:</u> Learns about how the local community is a part of a broader world, such as state and country; may study maps to learn about far-away cultures
3. Describe familiar places in their environment, such as a house, classroom, park, lake, or river.	SS 16-3 Explores Geography <u>3-Year Old:</u> Learns about community places, such as home, school, park, etc. <u>Pre-K:</u> Learns about how the local community is a part of a broader world, such as state and country; may study maps to learn about far-away cultures
4. Draw or build representations of familiar places with a variety of materials.	SS 16-3 Explores Geography <u>3-Year Old:</u> Learns about community places, such as home, school, park, etc. <u>Pre-K:</u> Learns about how the local community is a part of a broader world, such as state and country; may study maps to learn about far-away cultures
5. Identify various weather conditions and seasons and how they affect what we wear and what we do.	CS 15-2 Develops an Understanding of and Care for the Natural World <u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things
6. Name natural resources, such as water, soil, clean air, and trees, describe how they help us, and how we can be good stewards of the environment.	CS 15-2 Develops an Understanding of and Care for the Natural World <u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things
Standard 5: Economics	
1. Identify several community helpers and the services they provide.	SS 16-4 Learns about Community Roles and Jobs <u>Pre-K:</u> Learns about community helpers; studies different types of careers and jobs; understands the need for various roles in a society; learns about important contributions of historical figures
2. Describe source of familiar foods, such as milk, apples, and eggs.	CS 15-2 Develops an Understanding of and Care for the Natural World <u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things
3. Express knowledge that money can be used to purchase goods.	SS 16-5 Learns about Government and Economics

	<u>Pre-K</u> : Demonstrates a growing awareness of community rules and types of governance; learns about how money is used to obtain goods or services; learns about different types of money, including coins, paper bills, checks, credit cards, and digital transactions
4. Demonstrate understanding that people work to earn money to provide for their families and buy what they need.	SS 16-5 Learns about Government and Economics <u>Pre-K</u> : Demonstrates a growing awareness of community rules and types of governance; learns about how money is used to obtain goods or services; learns about different types of money, including coins, paper bills, checks, credit cards, and digital transactions

DISCLAIMER:

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