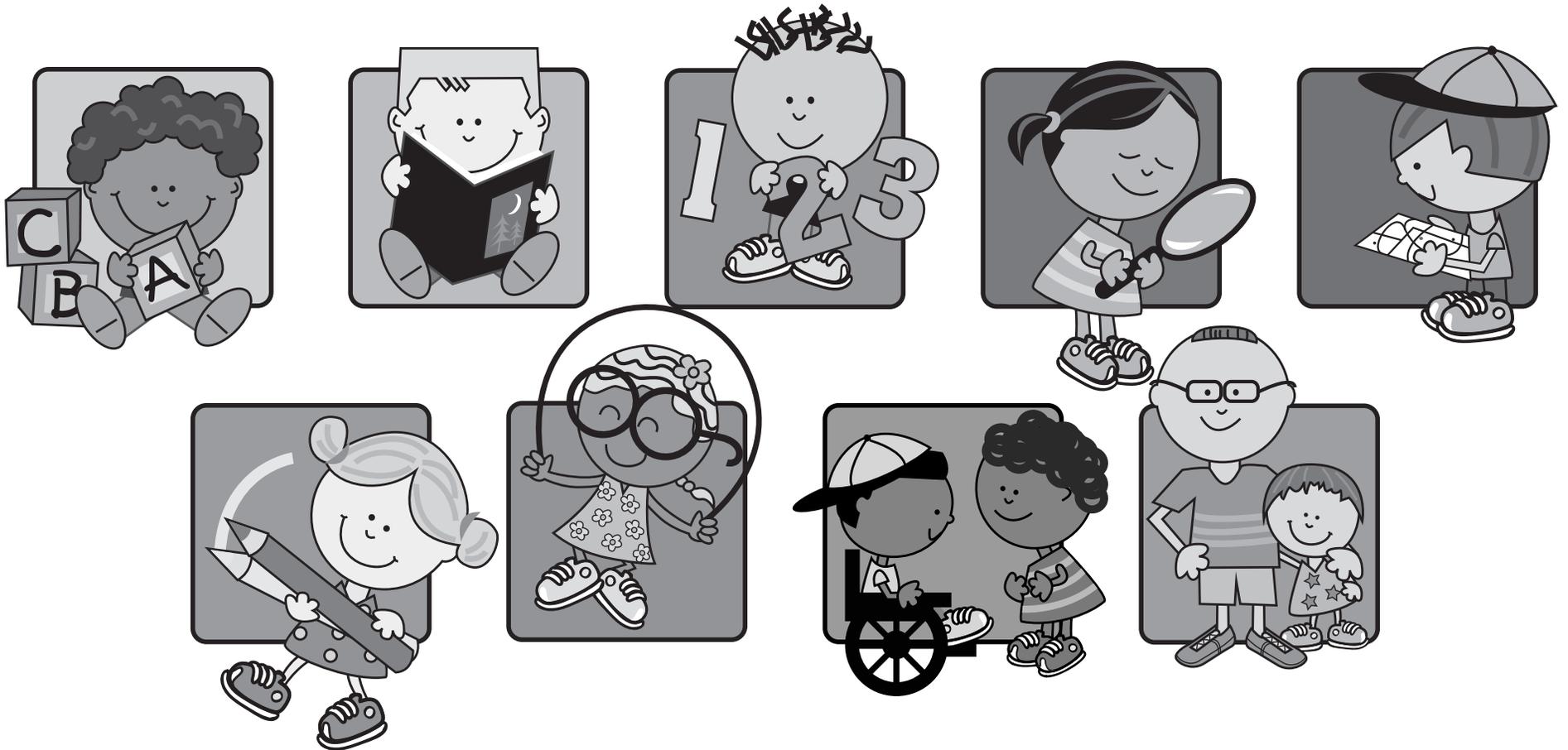


# CONTINUUM

Infant-Toddler • Pre-Kindergarten • Kindergarten



**2014 Pennsylvania Learning Standards for Early Childhood**  
**Office of Child Development and Early Learning**

Pennsylvania Department of Education and Department of Human Services

# APPROACHES TO LEARNING THROUGH PLAY

## STANDARD AREA AL.1 Constructing and Gathering Knowledge

|                                    | INFANT  | YOUNG TODDLER  | OLDER TODDLER  | PRE-KINDERGARTEN  | KINDERGARTEN  |
|------------------------------------|---|--|--|---|---|
| <b>A. Curiosity and Initiative</b> | <b>AL.1 I.A</b><br>Use the senses as a primary means to explore and learn from the environment. | <b>AL.1 YT.A</b><br>Show interest in various environmental stimuli.  | <b>AL.1 OT.A</b><br>Explore characteristics of and ask questions about objects people, activities, and environments. | <b>AL.1 PK.A</b><br>Explore and ask questions to seek meaningful information about a growing range of topics, ideas, and tasks. | <b>AL.1 K.A</b><br>Demonstrate an eagerness to discover and discuss a growing range of topics, ideas, and tasks.              |
| <b>B. Risk-Taking</b>              | <b>AL.1 I.B</b><br>Explore in the comfort of a familiar surrounding or adult.                   | <b>AL.1 YT.B</b><br>Explore the environment in close proximity to and in the constant sight of familiar adult. | <b>AL.1 OT.B</b><br>Explore the environment independently seeking occasional approval from adults.                   | <b>AL.1 PK.B</b><br>Demonstrate a willingness to participate in new and challenging experiences.                                | <b>AL.1 K.B</b><br>Demonstrate a willingness to participate in an increasing variety of diverse experiences.                  |
| <b>C. Stages of Play</b>           | <b>AL.1 I.C</b><br>Engage in parallel play.   | <b>AL.1 YT.C</b><br>Engage in associative play.  | <b>AL.1 OT.C</b><br>Engage with others in simple cooperative play.   | <b>AL.1 PK.C</b><br>Engage in complex play sequences with two or more children.   | <b>AL.1 K.C</b><br>Engage in elaborate, interactive play sequences that include acting out roles and negotiating play themes. |

## STANDARD AREA AL.2 Organizing and Understanding Information

|                                    | INFANT   | YOUNG TODDLER  | OLDER TODDLER   | PRE-KINDERGARTEN  | KINDERGARTEN   |
|------------------------------------|--|--|---|---|--|
| <b>A. Engagement and Attention</b> | <b>AL.2 I.A</b><br>Interact with others, objects, or activities for short periods of time. | <b>AL.2 YT.A</b><br>Engage with others, focus attention, and participate in activities for longer periods of time. | <b>AL.2 OT.A</b><br>Focus attention and participate in task-oriented activities.              | <b>AL.2 PK.A</b><br>Work toward completing a task, even if challenging, and despite interruptions.              | <b>AL.2 K.A</b><br>Demonstrate capacity to concentrate over time on task, despite interruptions, or classroom disruptions. |
| <b>B. Task Analysis</b>            | <b>AL.2 I.B</b><br>Anticipate next step of a familiar routine or activity.                 | <b>AL.2 YT.B</b><br>Know the sequence of familiar routines.  | <b>AL.2 OT.B</b><br>Identify and complete the sequence of familiar routines and tasks.        | <b>AL.2 PK.B</b><br>Independently break simple tasks into steps and complete them one at a time.                | <b>AL.2 K.B</b><br>Complete multi-step tasks with independence.  |
| <b>C. Persistence</b>              | <b>AL.2 I.C</b><br>Engage with an object in more than one way.                             | <b>AL.2 YT.C</b><br>Attempt to accomplish challenging tasks.   | <b>AL.2 OT.C</b><br>Attempt to accomplish challenging tasks by employing familiar strategies. | <b>AL.2 PK.C</b><br>Attempt to accomplish challenging tasks by employing familiar and new strategies as needed. | <b>AL.2 K.C</b><br>Accomplish challenging tasks from beginning to end independently.                                       |

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|--------------------------|---|---|--|--|--|
| <b>D.<br/>Patterning</b> | <i>EMERGING</i>   | <b>AL.2 YT.D</b><br>Recognize simple patterns in the environment. | <b>AL.2 OT.D</b><br>Recognize and create simple patterns.                    | <b>AL.2 PK.D</b><br>Recognize and extend simple patterns.                                | <b>AL.2 K.D</b><br>Create a simple and/or complex pattern using various objects.         |
| <b>E.<br/>Memory</b>     | <b>AL.2 I.E</b><br>Recognize and respond to familiar adults and routines. | <b>AL.2 YT.E</b><br>Recall information from previous experiences. | <b>AL.2 OT.E</b><br>Retain and recall information from previous experiences. | <b>AL.2 PK.E</b><br>Retain and recall information presented over a short period of time. | <b>AL.2 K.E</b><br>Retain and recall information presented in past learning experiences. |

### STANDARD AREA AL.3 Applying Knowledge

|                              | <b>INFANT</b>  | <b>YOUNG TODDLER</b>  | <b>OLDER TODDLER</b>   | <b>PRE-KINDERGARTEN</b>  | <b>KINDERGARTEN</b>   |
|------------------------------|--|---|--|--|---|
| <b>A.<br/>Creativity</b>     | <b>AL.3 I.A/B</b><br>Respond to music, art, and stories. | <b>AL.3 YT.A/B</b><br>Express self through simple actions, gestures, and words. | <b>AL.3 OT.A/B</b><br>Construct music, art, and stories as a means of self-expression. | <b>AL.3 PK.A</b><br>Use music, art, and/or stories to express ideas, thoughts, and feelings. | <b>AL.3 K.A</b><br>Use music, art, and/or stories to express ideas, thoughts, and feelings. |
| <b>B.<br/>Invention</b>      |  |   |  | <b>AL.3 PK.B</b><br>Produce and explain the purpose for a new creation.                      | <b>AL.3 K.B</b><br>Create an object to serve a functional purpose.                          |
| <b>C.<br/>Representation</b> | <b>AL.3 I.C</b><br>Use a variety of materials to create. | <b>AL.3 YT.C</b><br>Use a variety of materials to represent familiar objects.   | <b>AL.3 OT.C</b><br>Experiment with materials to represent objects.                    | <b>AL.3 PK.C</b><br>Use materials and objects to represent new concepts.                     | <b>AL.3 K.C</b><br>Combine materials to make a new object or result.                        |

**STANDARD AREA AL.4 Learning through Experience**

|                                      | <b>INFANT</b>   | <b>YOUNG TODDLER</b>   | <b>OLDER TODDLER</b>  | <b>PRE-KINDERGARTEN</b>  | <b>KINDERGARTEN</b>   |
|--------------------------------------|---|--|---|--|---|
| <b>A.<br/>Making<br/>Connections</b> | <b>AL.4 I.A</b><br>Demonstrate comfort in routines, objects, and materials that reflect home experiences. | <b>AL.4 YT.A</b><br>Relay experience from one setting to another.            | <b>AL.4 OT.A</b><br>Notice similarities and differences between settings.             | <b>AL.4 PK.A</b><br>Relate knowledge learned from one experience to a similar experience in a new setting.                                   | <b>AL.4 K.A</b><br>Relate knowledge learned from one experience to a similar experience in a new setting.                                   |
| <b>B.<br/>Resiliency</b>             | <b>AL.4 I.B</b><br>Use comfort of familiar experiences to explore new activities and experiences.         | <b>AL.4 YT.B</b><br>Repeat familiar activity to gain comfort and confidence. | <b>AL.4 OT.B</b><br>Approach new experiences with confidence.                         | <b>AL.4 PK.B</b><br>Recognize that everyone makes mistakes and that using positive coping skills can result in learning from the experience. | <b>AL.4 K.B</b><br>Recognize that everyone makes mistakes and that using positive coping skills can result in learning from the experience. |
| <b>C.<br/>Problem-Solving</b>        | <b>AL.4 I.C</b><br>Play with a variety of objects to determine similar and different outcomes.            | <b>AL.4 YT.C</b><br>Solve simple problems independently.                     | <b>AL.4 OT.C</b><br>Attempt problem-solving activities to achieve a positive outcome. | <b>AL.4 PK.C</b><br>Attempt problem-solving activities to achieve a positive outcome.  | <b>AL.4 K.C</b><br>Employ problem-solving strategies to achieve a positive outcome.   |

# LANGUAGE AND LITERACY DEVELOPMENT

## STANDARD AREA 1.1 Foundational Skills

|  | INFANT  | YOUNG TODDLER  | OLDER TODDLER  | PRE-KINDERGARTEN   | KINDERGARTEN   |
|--|---|--|--|--|--|
| <b>A. Book Handling</b>                | <b>1.1 I.A</b><br>Explore books in a variety of ways.                                   | <b>1.1 Y.T.A</b><br>Demonstrate beginning book-handling skills.              | <b>1.1 O.T.A</b><br>Focus attention and participate in task-oriented activities. | <b>1.1 P.K.A</b><br>Practice appropriate book-handling skills.                                   | <b>1.1 K.A</b><br>Use book-handling skills.  |
| <b>B. Print Concepts</b>               | <b>1.1 I.B</b><br>Demonstrate interest in books that have color, pattern, and contrast. | <b>1.1 Y.T.B</b><br>Demonstrate interest in pictures and text.               | <b>1.1 O.T.B</b><br>Recognize that print has meaning.                            | <b>1.1 P.K.B</b><br>Identify basic features of print.  | <b>1.1 K.B.</b><br>Demonstrate understanding of the organization and basic features of print.    |
| <b>C. Phonological Awareness</b>       | <b>1.1 I.C</b><br>Respond to sounds in the environment.                                 | <b>1.1 Y.T.C</b><br>Identify and imitate familiar sounds in the environment. | <b>1.1 O.T.C</b><br>Categorize familiar sounds.                                  | <b>1.1 P.K.C</b><br>Demonstrate understanding of spoken words, syllables, and sounds (phonemes). | <b>1.1 K.C</b><br>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).   |
| <b>D. Phonics and Word Recognition</b> | <i>EMERGING</i>   | <i>EMERGING</i>  | <b>1.1 O.T.D</b><br>Recognize familiar environmental print.                      | <b>1.1 P.K.D</b><br>Develop beginning phonics and word skills.                                   | <b>1.1 K.D</b><br>Know and apply grade-level phonics and word analysis skills in decoding words. |
| <b>E. Fluency</b>                      | <i>EMERGING TO ...</i>  |  |  | <i>EMERGING TO ...</i><br>Read emergent reader text with purpose and understanding.              | <b>1.1 K.E</b><br>Read emergent-reader text with purpose and understanding.                      |

## STANDARD AREA 1.2 Reading Informational Text

|   | INFANT                 | YOUNG TODDLER | OLDER TODDLER | PRE-KINDERGARTEN  | KINDERGARTEN   |
|---|------------------------|---------------|---------------|---|--|
| <b>A. Key Ideas and Details—Main Idea</b> | <i>EMERGING TO ...</i> |               |               | <b>1.1 P.K.A</b><br>With prompting and support, retell key details of text that support a provided main idea. | <b>1.2 K.A</b><br>With prompting and support, identify the main idea and retell key details of text. |

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| <b>B.</b><br><b>Key Ideas and Details—Text Analysis</b>                      | <b>1.2 I.B</b><br>Attend to a picture in a text when reading with an adult.        | <b>1.2 YT.B</b><br>Respond to simple questions about a text.                 | <b>1.2 OT.B</b><br>Answer simple questions about a text.           | <b>1.1 PK.B</b><br>Answer questions about a text.  | <b>1.2 K.B</b><br>With prompting and support, answer questions about key details in a text.  |
| <b>C.</b><br><b>Key Ideas and Details</b>                                    | <i>EMERGING</i>  | <b>1.2 YT.C</b><br>Relate familiar objects in a text to personal experience. | <b>1.2 OT.C</b><br>Relate text to personal experiences when asked. | <b>1.2 PK.C</b><br>With prompting and support, make connections between information in a text and personal experience.                     | <b>1.2 K.C</b><br>With prompting and support, make a connection between two individuals, events, ideas, or pieces of information in a text.        |
| <b>E.</b><br><b>Craft and Structure—Text Structure</b>                       | <i>EMERGING</i>  | <b>1.2 YTE</b><br>Identify a favorite book by its cover.                     | <b>1.2 OTE</b><br>Identify a text by the front cover.              | <b>1.1 PKE</b><br>Identify the front cover, back cover, and title page of a book.  | <b>1.2 KE</b><br>Identify parts of a book (title, author) and parts of a text (beginning, end, details).   |
| <b>F.</b><br><b>Craft and Structure—Vocabulary</b>                           |  |  |  | <b>1.2 PK.F</b><br>With prompting and support, answer questions about unfamiliar words read aloud from a text.                             | <b>1.2 KF</b><br>With prompting and support, ask and answer questions about unknown words in a text.   |
| <b>G.</b><br><b>Integration of Knowledge and Ideas—Diverse Media</b>         | <i>EMERGING</i>  | <i>EMERGING</i>  | <b>1.2 OT.G</b><br>Notice details in illustration or picture.      | <b>1.2 PK.G</b><br>With prompting and support, answer questions to connect illustrations to the written word.                              | <b>1.2 KG</b><br>Answer questions to describe the relationship between illustrations and the text in which they appear.                            |
| <b>I.</b><br><b>Integration of Knowledge and Ideas—Analysis Across Texts</b> |  |  |  | <b>1.2 PK.I</b><br>With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic. | <b>1.2 KI</b><br>With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic. |
| <b>J.</b><br><b>Vocabulary Acquisition and Use</b>                           | <b>1.2 IJ</b><br>Use single words to identify family members and familiar objects. | <b>1.2 YTJ</b><br>Use new vocabulary in everyday speech.                     | <b>1.2 OTJ</b><br>Use expanded vocabulary in everyday speech.      | <b>1.2 PK.J</b><br>Use new vocabulary and phrases acquired in conversations and being read to.   | <b>1.2 KJ</b><br>Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.                        |

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| <b>K.<br/>Vocabulary Acquisition and Use</b> |   |   |   | <b>1.2 PK.K</b><br>With prompting and support, clarify unknown words or phrases read aloud.                                | <b>1.2 K.K</b><br>Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade level reading and content. |
| <b>L.<br/>Range of Reading</b>               | <b>1.2 I.L</b><br>Engage in reading activities. | <b>1.2 YT.L</b><br>Actively engage in reading activities for short periods of time. | <b>1.2 OT.L</b><br>Actively engage in small group reading activities. | <b>1.2 PK.L</b><br>With prompting and support, actively engage in group reading activities with purpose and understanding. | <b>1.2 K.L</b><br>Actively engage in group reading activities with purpose and understanding.   |

### STANDARD AREA 1.3 Reading Literature

|   | INFANT   | YOUNG TODDLER   | OLDER TODDLER   | PRE-KINDERGARTEN   | KINDERGARTEN   |
|---|--|---|---|--|--|
| <b>A.<br/>Key Ideas and Details—Theme</b>             | <i>EMERGING</i>  | <i>EMERGING</i>   | <b>1.3 OT.A</b><br>Recall an event from a story.                        | <b>1.3 PK.A</b><br>With prompting and support, retell a familiar story in a sequence with picture support.                     | <b>1.3 K.A</b><br>With prompting and support, retell familiar stories including key details.                   |
| <b>B.<br/>Key Ideas and Details—Text Analysis</b>     | <b>1.3 I.B</b><br>Attend to a picture in a story when reading with an adult. | <b>1.3 YT.B</b><br>Respond to simple questions about a story. | <b>1.3 OT.B</b><br>Answer simple questions about a story.               | <b>1.3 PK.B</b><br>Answer questions about a particular story (who, what, how, when, and where).                                | <b>1.3 K.B</b><br>Answer questions about key details in a text.  |
| <b>C.<br/>Key Ideas and Details—Literary Elements</b> | <i>EMERGING</i>  | <i>EMERGING</i>   | <b>1.3 OT.C</b><br>Recognize pictures of familiar characters in a book. | <b>1.3 PK.C</b><br>With prompting and support, answer questions to identify characters, settings, and major events in a story. | <b>1.3 K.C</b><br>With prompting and support, identify characters, settings, and major events in a story.      |
| <b>D.<br/>Craft and Structure—Point of View</b>       |  |   |   | <b>1.3 PK.D</b><br>With prompting and support, name the author and illustrator of a story.                                     | <b>1.3 K.D</b><br>Name the author and illustrator of a story and define the role of each in telling the story. |
| <b>E.<br/>Craft and Structure—Text Structure</b>      |  |   |   | <b>1.3 PK.E</b><br>With prompting and support, recognize common types of text.   | <b>1.3 K.E</b><br>Recognize common types of text.  |





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| <p><b>P.<br/>Narrative –<br/>Organization</b></p>   |  |  |  | <p><b>1.4 PK.P</b><br/>Recount a single event and tell about the events in the order in which they occurred.</p>   | <p><b>1.1 K.P</b><br/>Recount a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> |
| <p><b>R.<br/>Narrative –<br/>Conventions of<br/>Language</b></p>                          | <p><b>1.4 I.R</b><br/>Make marks with writing and drawing tools.</p> | <p><b>1.4 Y.T.R</b><br/>Scribble with writing and drawing tools.</p> | <p><b>1.4 O.T.R</b><br/>Intentionally make marks with writing and drawing tools.</p>             | <p><b><i>EMERGING TO ...</i></b><br/>Spell simple words phonetically.</p>  | <p><b>1.4 K.R</b><br/>Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>                    |
| <p><b>T.<br/>Production and<br/>Distribution of<br/>Writing – Writing<br/>Process</b></p> |  |  |  | <p><b>1.4 PK.T</b><br/>With guidance and support from adults and peers, respond to questions and suggestions, add details as needed.</p>                                   | <p><b>1.4 K.T</b><br/>With guidance and support from adults and peers, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p>           |
| <p><b>V.<br/>Conducting<br/>Research</b></p>  | <p><b><i>EMERGING</i></b></p>  | <p><b><i>EMERGING</i></b></p>  | <p><b>1.4 O.T.V</b><br/>Ask questions about topics of personal interest to gain information.</p> | <p><b>1.4 PK.V</b><br/>Ask questions about topics of personal interest to gain information; with teacher guidance and support, locate information on the chosen topic.</p> | <p><b>1.4 K.V</b><br/>With guidance and support, explore a variety of digital tools to produce and publish writing or in collaboration with peers.</p>                                 |
| <p><b>W.<br/>Credibility,<br/>Reliability,<br/>and Validity of<br/>Sources</b></p>        |  |  |  | <p><b>1.4 PK.W</b><br/>With guidance and support, recall information from experiences or books.</p>  | <p><b>1.4 K.W</b><br/>Participate in individual or shared research projects on a topic of interest.</p>  |
| <p><b>X.<br/>Range of Writing</b></p>   |  |  |  | <p><b><i>EMERGING TO ...</i></b><br/>Write routinely over short time frames.</p>   | <p><b>1.4 K.X</b><br/>Write routinely over short time frames.</p>  |



# MATHEMATICAL THINKING AND EXPRESSION

## STANDARD AREA 2.1 Numbers and Operations

|  | INFANT   | YOUNG TODDLER  | OLDER TODDLER   | PRE-KINDERGARTEN  | KINDERGARTEN   |
|--|--|--|---|---|--|
| <b>A.1</b><br>Counting and Cardinality – Cardinality           | <b>2.1 I.A.1</b><br>Explore objects.                       | <b>2.1 YTA.1</b><br>Imitate rote counting using some names of numbers. | <b>2.1 OTA.1</b><br>Know some number names and the count sequence.                                    | <b>2.1 PK.A.1</b><br>Know number names and the count sequence.  | <b>2.1 K.A.1</b><br>Know number names and write and recite the count sequence.                                 |
| <b>A.2</b><br>Counting and Cardinality – Counting              | <i>EMERGING</i>  | <i>EMERGING</i>  | <b>2.1 OTA.2</b><br>Count to tell the number of objects.  | <b>2.1 PK.A.2</b><br>Count to tell the number of objects.   | <b>2.1 K.A.2</b><br>Apply one-to-one correspondence to count the number of objects.                            |
| <b>A.3</b><br>Counting and Cardinality – Comparing             | <b>2.1 I.A.3</b><br>Explore relationships between objects. | <b>2.1. YTA.3</b><br>Explore simple comparisons of quantity.           | <b>2.1. OTA.3</b><br>Use comparative language to show understanding of more or less.                  | <b>2.1 PK.A.3</b><br>Compare numbers.   | <b>2.1 K.A.3</b><br>Apply the concept of magnitude to compare numbers and quantities.                          |
| <b>MP</b><br>Counting and Cardinality – Mathematical Processes | <b>2.1 I.MP</b><br>Engage in numerical play.               | <b>2.1 YT.MP</b><br>Engage and persist in numerical play.              | <b>2.1 OT.MP</b><br>Use mathematical processes when quantifying, comparing, and representing numbers. | <b>2.1 PK.MP</b><br>Use mathematical processes when quantifying, comparing, representing, and modeling numbers. | <b>2.1 K.MP</b><br>Use mathematical processes when quantifying, comparing, representing, and modeling numbers. |

## STANDARD AREA 2.2 Algebraic Concepts

|   | INFANT          | YOUNG TODDLER                                     | OLDER TODDLER                                   | PRE-KINDERGARTEN  | KINDERGARTEN  |
|---|-----------------|---|---|---|---|
| <b>A.1</b><br>Operations and Algebraic Thinking                         | <i>EMERGING</i> | <b>2.2 YTA.1</b><br>Sort manipulatives into sets. | <b>2.2 OTA.1</b><br>Add to and take apart sets. | <b>2.2 PK.A.1</b><br>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. | <b>2.2 K.A.1</b><br>Extend the concepts of putting together and taking apart to add and subtract within 10. |
| <b>MP</b><br>Operations and Algebraic Thinking – Mathematical Processes |                 |   |   | <b>2.2 PK.MP</b><br>Use mathematical processes when representing relationships.   | <b>2.2 K.MP</b><br>Use mathematical processes when representing relationships.                              |

## STANDARD AREA 2.3 Geometry

|   | INFANT   | YOUNG TODDLER   | OLDER TODDLER  | PRE-KINDERGARTEN  | KINDERGARTEN   |
|---|--|---|--|---|--|
| <b>A.1<br/>Geometry –<br/>Identification</b>            | <b>2.3 I.A.1</b><br>Explore objects of different sizes and shapes. | <b>2.3 YTA.1</b><br>Match identical shapes.               | <b>2.3 OTA.1</b><br>Recognize and identify basic shapes in the environment.        | <b>2.3 PK.A.1</b><br>Identify and describe shapes.  | <b>2.3 K.A.1</b><br>Identify and describe two- and three- dimensional shapes.                                |
| <b>A.2<br/>Geometry –<br/>Application</b>               | <i>EMERGING</i>  | <i>EMERGING</i>   | <b>2.3 OTA.2</b><br>Create and compose simple shapes.                              | <b>2.3 PK.A.2</b><br>Analyze, compare, create, and compose shapes.  | <b>2.3 K.A.2</b><br>Analyze, compare, create, and compose two- and three- dimensional shapes.                |
| <b>MP<br/>Geometry –<br/>Mathematical<br/>Processes</b> | <b>2.3 I.MP</b><br>Engage in geometric play.                       | <b>2.3 YT.MP</b><br>Engage and persist in geometric play. | <b>2.3 OT.MP</b><br>Use mathematical processes when creating and composing shapes. | <b>2.3 PK.MP</b><br>Use mathematical processes when drawing, constructing, modeling, and representing shapes. | <b>2.3 K.MP</b><br>Use mathematical processes when drawing, constructing, modeling, and representing shapes. |

## STANDARD AREA 2.4 Measurement, Data, and Probability

|   | INFANT          | YOUNG TODDLER  | OLDER TODDLER  | PRE-KINDERGARTEN   | KINDERGARTEN  |
|---|-----------------|--|--|--|---|
| <b>A.1<br/>Measurement<br/>and Data –<br/>Measurement</b>               | <i>EMERGING</i> | <b>2.4 YTA.1</b><br>Engage in measurement experiences.                     | <b>2.4 OTA.1</b><br>Use basic measurement vocabulary.                                  | <b>2.4 PK.A.1</b><br>Describe and compare measurable attributes of length and weights of everyday objects.       | <b>2.4 K.A.1</b><br>Describe and compare attributes of length, area, weight, and capacity of everyday objects.  |
| <b>A.4<br/>Measurement<br/>and Data – Data</b>                          | <i>EMERGING</i> | <b>2.4 YTA.4</b><br>Participate in sorting objects.                        | <b>2.4 OTA.4</b><br>Classify objects and count the number of objects in each category. | <b>2.4 PK.A.4</b><br>Classify objects and count the number of objects in each category.                          | <b>2.4 K.A.4</b><br>Classify objects and count the number of objects in each category.                          |
| <b>MP<br/>Measurement<br/>and Data –<br/>Mathematical<br/>Processes</b> | <i>EMERGING</i> | <b>2.1 YT.MP</b><br>Engage and persist when measuring and sorting objects. | <b>2.1 OT.MP</b><br>Use mathematical processes when measuring; organizing data.        | <b>2.4 PK.MP</b><br>Use mathematical processes when measuring; representing, organizing, and understanding data. | <b>2.4 K.MP</b><br>Use mathematical processes when measuring; representing, organizing, and understanding data. |

# SCIENTIFIC THINKING AND TECHNOLOGY

## STANDARD AREA 3.1 Biological Sciences

### A. Living and Non-Living Organisms

|  | INFANT  | YOUNG TODDLER   | OLDER TODDLER  | PRE-KINDERGARTEN  | KINDERGARTEN   |
|--|---|---|--|---|--|
| <b>1. Common Characteristics of Life</b> | <b>3.1 I.A.1</b><br>Show interest in the natural world.                                   | <b>3.1 YTA.1</b><br>Explore the characteristics of living things.                                 | <b>3.1 OTA.1</b><br>Identify basic characteristics of some living and non-living things.                       | <b>3.1 PK.A.1</b><br>Recognize the difference between living and non-living things.   | <b>3.1 K.A.1</b><br>Identify the similarities and differences of living and non-living things.   |
| <b>2. Energy Flow</b>                    | <i>EMERGING</i>   | <b>3.1 YTA.2</b><br>Explore the basic needs of plants and animals.                                | <b>3.1 OTA.2</b><br>Recognize that plants and animals have basic needs.  | <b>3.1 PK.A.2</b><br>Identify basic needs of plants (water and light) and animals (food, water, and light).                                   | <b>Continued Support of Pre-Kindergarten Standard</b>  |
| <b>3. Life Cycles</b>                    | <i>EMERGING</i>   | <i>EMERGING</i>   | <b>3.1 OTA.3</b><br>Notice plants and animals growing and changing.  | <b>3.1 PK.A.3</b><br>Recognize that plants and animals grow and change.   | <b>3.1 K.A.3</b><br>Observe, compare, and describe stages of life cycles for plants and/or animals.  |
| <b>5. Form and Function</b>              | <b>3.1 I.A.5</b><br>Explore parts of living things in their environment.                  | <b>3.1 YTA.5</b><br>Recognize parts of living things in their environment.                        | <b>3.1 OTA.5</b><br>Identify basic parts of living things.   | <b>3.1 PK.A.5</b><br>Name basic parts of living things.   | <b>3.1 K.A.5</b><br>Observe and describe structures and behaviors of a variety of common animals.  |
| <b>9. Science as Inquiry</b>             | <b>3.1 I.A.9</b><br>Participate in simple investigations of living and non-living things. | <b>3.1 YTA.9</b><br>Participate in simple investigations to observe living and non-living things. | <b>3.1 OTA.9</b><br>Participate in simple investigations of living and non-living things to answer a question. | <b>3.1 PK.A.9</b><br>Participate in simple investigations about living and/or non-living things to answer a question or to test a prediction. | <b>3.1 K.A.9</b><br>Participate in simple investigations about living and/or non-living things to answer a question or to test a prediction. |

## STANDARD AREA 3.1 Biological Sciences

### B. Genetics

|                              | INFANT   | YOUNG TODDLER   | OLDER TODDLER  | PRE-KINDERGARTEN   | KINDERGARTEN  |
|------------------------------|--|---|--|--|---|
| <b>1. Heredity</b>           | <b>3.1 I.B.1</b><br>Recognize self and family members.   | <b>3.1 YT.B.1</b><br>Recognize familiar animals and their babies.   | <b>3.1 OT.B.1</b><br>Notice similarities and differences between living things from the same species.  | <b>3.1 PK.B.1</b><br>Recognize and compare physical characteristics of living things from same species.  | <b>3.1 K.B.1</b><br>Observe and describe how young animals resemble their parents and other animals of the same kind.   |
| <b>6. Science as Inquiry</b> | <b>3.1 I.B.6</b><br>Participate in simple investigations of physical characteristics of living things. | <b>3.1 YT.B.6</b><br>Participate in simple investigations to observe physical characteristics of living things. | <b>3.1 OT.B.6</b><br>Participate in simple investigations of physical characteristics of living things from same species to answer a question. | <b>3.1 PK.B.6</b><br>Participate in simple investigations of physical characteristics of living things from same species to answer a question or to test a prediction. | <b>3.1 K.B.6</b><br>Participate in simple investigations of physical characteristics of living things from same species to answer a question or to test a prediction. |

## STANDARD AREA 3.1 Biological Sciences

### C. Evolution

|  | INFANT          | YOUNG TODDLER   | OLDER TODDLER   | PRE-KINDERGARTEN  | KINDERGARTEN   |
|--|-----------------|-----------------|---|---|--|
| <b>3. Unifying Themes (Constancy and Change)</b> | <i>EMERGING</i> | <i>EMERGING</i> | <b>3.1 OT.C.3</b><br>Notice changes that occur in animals.                                  | <b>3.1 PK.C.3</b><br>Describe changes that occur in animals.  | <b>3.1 K.C.3</b><br>Describe changes that occur as a result of climate.  |
| <b>4. Science as Inquiry</b>                     | <i>EMERGING</i> | <i>EMERGING</i> | <b>3.1 OT.C.4</b><br>Participate in simple investigations of changes that occur in animals. | <b>3.1 PK.C.4</b><br>Participate in simple investigations of changes in animals to answer a question or to test a prediction. | <b>3.1 K.C.4</b><br>Participate in simple investigations of changes in animals to answer a question or to test a prediction. |

## STANDARD AREA 3.2 Physical Sciences

### A. Chemistry

|                                | INFANT  | YOUNG TODDLER   | OLDER TODDLER  | PRE-KINDERGARTEN   | KINDERGARTEN  |
|--------------------------------|---|---|--|--|---|
| <b>1. Properties of Matter</b> | <b>3.2 I.A.1</b><br>Explore objects with varying characteristics. | <b>3.2 YTA.1</b><br>Engage with objects to learn about their characteristics. | <b>3.2 OTA.1</b><br>Describe objects by their characteristics. | <b>3.2 PK.A.1</b><br>Sort and describe objects according to size, shape, color, and texture. | <b>3.2 KA.1</b><br>Identify and classify objects by observable properties of matter. Compare different kinds of materials and discuss their uses. |

|                              |   |  |  |   |  |
|------------------------------|---|--|--|---|--|
| <b>3. Matter and Energy</b>  | <b>3.2 I.A.3</b><br>Observe activities involving changes in matter. | <b>3.2 YTA.3</b><br>Engage in activities involving changes in matter.                  | <b>3.2 OTA.3</b><br>Notice changes in matter.  | <b>3.2 PK.A.3</b><br>Notice changes in matter.  | <b>3.2 K.A.3</b><br>Describe the ways matter can change.   |
| <b>5. Unifying Themes</b>    | [Hatched Area]  |  |  | <b>3.2 PK.A.5</b><br>Recognize that everything is made of matter.   | <b>3.2 K.A.5</b><br>Recognize that everything is made of matter.   |
| <b>6. Science as Inquiry</b> | <b>3.2 I.A.6</b><br>Participate in simple investigations of matter. | <b>3.2 YTA.6</b><br>Participate in simple investigations to observe changes in matter. | <b>3.2 OTA.6</b><br>Participate in simple investigations of matter to answer a question. | <b>3.2 PK.A.6</b><br>Participate in simple investigations of matter to answer a question or to test a prediction. | <b>3.2 K.A.6</b><br>Participate in simple investigations of matter to answer a question or to test a prediction. |

## STANDARD AREA 3.2 Physical Sciences

### B. Physics

|  | INFANT  | YOUNG TODDLER   | OLDER TODDLER   | PRE-KINDERGARTEN  | KINDERGARTEN   |
|--|---|---|---|---|--|
| <b>1. Force and Motion of Practices and Rigid Bodies</b> | <b>3.2 I.B.1</b><br>Explore the motion of objects.        | <b>3.2 YT.B.1</b><br>Recognize and explore how objects move.                  | <b>3.2 OT.B.1</b><br>Communicate about the motion of objects. | <b>3.2 PK.B.1</b><br>Explore and describe the motion of toys and objects.   | <b>Continued Support of Pre-Kindergarten Standard</b>  |
| <b>5. Nature of Waves (Sound and Light Energy)</b>       | <b>3.2 I.B.5</b><br>Respond to sounds in the environment. | <b>3.2 YT.B.5</b><br>Identify and imitate familiar sounds in the environment. | <b>3.2 OT.B.5</b><br>Categorize familiar sounds.              | <b>3.2 PK.B.5</b><br>Create and describe variations of sound.   | <b>Continued Support of Pre-Kindergarten Standard</b>  |
| <b>6. Unifying Themes (Energy)</b>                       | [Hatched Area]  |   |   | <b>3.2 PK.B.6</b><br>Recognize that light from the sun is an important source of energy for living and non-living systems and some source of energy is needed for all organisms to stay alive and grow. | <b>3.2 K.B.6</b><br>Recognize that light from the sun is an important source of energy for living and non-living systems and some source of energy is needed for all organisms to stay alive and grow. |

|                              |   |   |  |   |   |
|------------------------------|---|---|--|---|---|
| <b>7. Science as Inquiry</b> | <b>3.2 I.B.7</b><br>Participate in simple investigations of motion and sound. | <b>3.2 Y.T.B.7</b><br>Participate in simple investigations to observe motion and sound. | <b>3.2 O.T.B.7</b><br>Participate in simple investigations of motion and sound to answer a question. | <b>3.2 P.K.B.7</b><br>Participate in simple investigations of energy and motion to answer a question or to test a prediction. | <b>3.2 K.B.7</b><br>Participate in simple investigations of energy and motion to answer a question or to test a prediction. |
|------------------------------|---|---|--|---|---|

## STANDARD AREA 3.3 Earth and Space Sciences

### A. Earth Structures, Processes, and Cycles

|   | INFANT  | YOUNG TODDLER   | OLDER TODDLER  | PRE-KINDERGARTEN  | KINDERGARTEN  |
|---|---|---|--|---|---|
| <b>1. Earth Features and the Processes that Change Them</b> | <b>3.3 I.A.1</b><br>Explore earth materials.  | <b>3.3 Y.T.A.1</b><br>Engage with earth materials.  | <b>3.3 O.T.A.1</b><br>Describe earth materials.  | <b>3.3 P.K.A.1</b><br>Sort different types of earth materials.  | <b>3.3 K.A.1</b><br>Distinguish between three types of earth materials – rock, soil, and sand.  |
| <b>4. Water</b>   | <b>3.3 I.A.4</b><br>Explore water.  | <b>3.3 Y.T.A.4</b><br>Engage with water.  | <b>3.3 O.T.A.4</b><br>Discuss basic uses of water.   | <b>3.3 P.K.A.4</b><br>Identify a variety of uses for water.   | <b>3.3 K.A.4</b><br>Identify sources of water for human consumption and use.  |
| <b>5. Weather and Climate</b>                               | <b>3.3 I.A.5</b><br>Observe weather conditions.   | <b>3.3 Y.T.A.5</b><br>Observe and begin to label weather conditions.                                  | <b>3.3 O.T.A.5</b><br>Describe changes in weather conditions, and discuss how weather affects daily life.                  | <b>3.3 P.K.A.5</b><br>Identify seasons that correspond with observable conditions and identify how weather affects daily life.                      | <b>3.3 K.A.5</b><br>Record daily weather conditions using simple charts and graphs.<br>Identify seasonal changes in the environment.<br>Distinguish between types of precipitation. |
| <b>7. Science as Inquiry</b>                                | <b>3.3 I.A.7</b><br>Participate in simple investigations of earth materials, processes, and cycles. | <b>3.3 Y.T.A.7</b><br>Participate in simple investigations of earth materials, processes, and cycles. | <b>3.3 O.T.A.7</b><br>Participate in simple investigations of earth materials, processes, and cycles to answer a question. | <b>3.3 P.K.A.7</b><br>Participate in simple investigations of earth structures, processes, and cycles to answer a question or to test a prediction. | <b>3.3 K.A.7</b><br>Participate in simple investigations of earth structures, processes, and cycles to answer a question or to test a prediction.                                   |







|                            |                 |   |   |   |   |
|----------------------------|-----------------|---|---|---|---|
| <b>D. Waste Management</b> | <i>EMERGING</i> | <b>4.5 YT.D</b><br>Use appropriate trash receptacles. | <b>4.5 OT.D</b><br>Communicate about and use appropriate trash receptacles. | <b>4.5 PK.D</b><br>Describe how everyday human activities generate waste. | <b>4.5 K.D</b><br>Identify waste and practice ways to reduce, reuse, and recycle. |
|----------------------------|-----------------|---|---|---|---|

## STANDARD AREA 15.4 Computer and Information Technology

|  | <b>INFANT</b>   | <b>YOUNG TODDLER</b>   | <b>OLDER TODDLER</b>   | <b>PRE-KINDERGARTEN</b>   | <b>KINDERGARTEN</b>  |
|--|---|--|--|---|--|
| <b>A. Influence of Emerging Technologies</b> | <b>15.4 I.A</b><br>Imitate use of various technologies in play. | <b>15.4 YT.A</b><br>Imitate use of various technologies in play. | <b>15.4 OT.A</b><br>Communicate about technology in their environment. | <b>15.4 PK.A</b><br>Identify various technologies used in the classroom and at home.  | <b>15.4 K.A</b><br>Identify various technologies used in the classroom and at home.  |
| <b>B. Digital Citizenship</b>                |   |  |  | <b>15.4 PK.B</b><br>Demonstrate responsible use of technology and equipment.  | <b>15.4 K.B</b><br>Demonstrate responsible use of technology and equipment.  |
| <b>C. Hardware</b>                           |   |  |  | <b>15.4 PK.C</b><br>With prompting and support, identify peripheral devices of computer system including input and output devices.    | <b>15.4 K.C</b><br>With prompting and support, identify peripheral devices of computer system including input and output devices.    |
| <b>D. Input Technologies</b>                 |   |  |  | <b>15.4 PK.D</b><br>Demonstrate the correct use of simple input technologies. (e.g., mouse, touch screen, microphone, etc.).          | <b>15.4 K.D</b><br>Demonstrate the correct use of simple input technologies. (e.g., mouse, touch screen, microphone, etc.)           |
| <b>G. Software/ Applications</b>             |   |  |  | <b>15.4 PK.G</b><br>With help and support, select and use various software/applications for an intended purpose.                      | <b>15.4 K.G</b><br>With help and support, select and use various software/applications for an intended purpose.                      |
| <b>K. Digital Media</b>                      |   |  |  | <b>15.4 PK.K</b><br>With help and support, identify similarities and differences between text, graphics, audio, animation, and video. | <b>15.4 K.K</b><br>With help and support, identify similarities and differences between text, graphics, audio, animation, and video. |

|   |  |   |   |  |   |
|---|--|---|---|--|---|
| <p><b>L.<br/>Technology<br/>Research</b></p>                  |  |   |   | <p><b>15.4 PK.L</b><br/>With help and support, use Web browser to locate content-specific Web sites.</p> | <p><b>15.4 K.L</b><br/>With help and support, use Web browser to locate content-specific Web sites.</p> |
| <p><b>M.<br/>Emerging<br/>Technologies in<br/>Careers</b></p> | <p><b>15.4 I.M</b><br/>Explore pictures and objects that represent workplace technologies.</p> | <p><b>15.4 Y.T.M</b><br/>Engage with objects that represent workplace technologies.</p> | <p><b>15.4 O.T.M</b><br/>Communicate about workplace technologies and their uses.</p> | <p><b>15.4 PK.M</b><br/>With help and support, identify various technologies used in the workplace.</p>  | <p><b>15.4 K.M</b><br/>With help and support, identify various technologies used in the workplace.</p>  |



## Civics and Government

### STANDARD AREA 5.3 – How Government Works

|   | INFANT   | YOUNG TODDLER   | OLDER TODDLER  | PRE-KINDERGARTEN  | KINDERGARTEN  |
|---|--|---|--|---|---|
| <b>C. Government Services</b>           | <b>5.3 I.C</b><br>Explore costumes and props that represent community workers. | <b>5.3 YT.C</b><br>Engage with costumes and props that represent community workers. | <b>5.3 OT.C</b><br>Recognize community workers through their uniforms and equipment. | <b>5.3 PK.C</b><br>Identify community workers through their uniforms and equipment.   | <b>5.3 K.C</b><br>Identify roles of firefighters, police officers, and emergency workers. |
| <b>F. Conflict and the Court System</b> | (This area is shaded out)  |   |  | <b>5.3 PK.F</b><br>Identify appropriate behaviors for responsible classroom citizens. | <b>5.3 K.F</b><br>Identify and explain behaviors for responsible classroom citizens.      |

## Economics

### STANDARD AREA 6.1 – Scarcity and Choice

|                                 | INFANT  | YOUNG TODDLER                           | OLDER TODDLER   | PRE-KINDERGARTEN   | KINDERGARTEN  |
|---------------------------------|---|---|---|--|---|
| <b>A. Scarcity and Choice</b>   | (This area is shaded out)   |   |   | <b>EMERGING TO ...</b><br>Identify how scarcity influences choice. | <b>6.1 K.A</b><br>Identify how scarcity influences choice.    |
| <b>B. Limited Resources</b>     | (This area is shaded out)   |   |   | <b>EMERGING TO ...</b><br>Identify family wants and needs.         | <b>6.1 K.B</b><br>Identify family wants and needs.            |
| <b>D. Incentives and Choice</b> | <b>6.1 I.D</b><br>Demonstrate preference for specific objects and people. | <b>6.1 YT.D</b><br>Make simple choices. | <b>6.1 OT.D</b><br>Communicate about a choice based on individual interest. | <b>6.1 PK.D</b><br>Identify a choice based on individual interest. | <b>6.1 K.D</b><br>Identify a choice based on family interest. |





# CREATIVE THINKING AND EXPRESSION

## STANDARD AREA 9.1.M Production and Performance – Music and Movement

|                                   | INFANT  | YOUNG TODDLER   | OLDER TODDLER   | PRE-KINDERGARTEN   | KINDERGARTEN  |
|-----------------------------------|---|---|---|--|---|
| <b>A. Elements and Principles</b> | <i>EMERGING</i>   | <b>9.1.M YT.A.</b><br>Demonstrate an understanding of basic elements of music and movement.     | <b>9.1.M OT.A</b><br>Know and use basic elements of music and movement.                         | <b>9.1.M PK.A</b><br>Know and use basic elements and principles of music and movement.                   | <b>9.1.M K.A</b><br>Know and use basic elements and principles of music and movement.                   |
| <b>B. Demonstration</b>           | <b>9.1.M I.B</b><br>Act out familiar scenarios.           | <b>9.1.M YT.B</b><br>Act out familiar scenarios using objects with intended purpose.            | <b>9.1.M OT.B</b><br>Explore real or make-believe scenarios through dramatic play.              | <b>9.1.M PK.B</b><br>Respond to different types of music and dance through participation and discussion. | <b>9.1.M K.B</b><br>Respond to different types of music and dance through participation and discussion. |
| <b>E. Representation</b>          | <i>EMERGING</i>   | <i>EMERGING</i>   | <b>9.1.M OT.E</b><br>Use imagination and creativity to express self through dramatic play.      | <b>9.1.M PK.E</b><br>Use imagination and creativity to express self through music and dance.             | <b>9.1.M K.E</b><br>Use imagination and creativity to express self through music and dance.             |
| <b>J. Technologies</b>            | <b>9.1.M I.J</b><br>Use technologies for producing music. | <b>9.1.M YT.J</b><br>Use a variety of technologies for producing music or performing movements. | <b>9.1.M OT.J</b><br>Use a variety of technologies for producing music or performing movements. | <b>9.1.M PK.J</b><br>Use a variety of technologies for producing or performing works of art.             | <b>9.1.M K.J</b><br>Use a variety of technologies for producing or performing works of art.             |

## STANDARD AREA 9.1.D Production and Performance – Dramatic and Performance Play

|                          | INFANT  | YOUNG TODDLER  | OLDER TODDLER  | PRE-KINDERGARTEN   | KINDERGARTEN  |
|--------------------------|---|--|--|--|---|
| <b>B. Demonstration</b>  | <b>9.1.D I.B</b><br>Act out familiar scenarios. | <b>9.1.D YT.B</b><br>Act out familiar scenarios using objects with intended purpose. | <b>9.1.D OT.B</b><br>Explore real or make-believe scenarios through dramatic play.         | <b>9.1.D PK.B</b><br>Recreate a dramatic play experience for an audience.                  | <b>9.1.D K.B</b><br>Recreate a dramatic play experience for an audience.                  |
| <b>E. Representation</b> | <i>EMERGING</i>                                 | <i>EMERGING</i>  | <b>9.1.D OT.E</b><br>Use imagination and creativity to express self through dramatic play. | <b>9.1.D PK.E</b><br>Use imagination and creativity to express self through dramatic play. | <b>9.1.D K.E</b><br>Use imagination and creativity to express self through dramatic play. |

## STANDARD AREA 9.1.V Production and Performance – Visual Arts

|                                   | INFANT  | YOUNG TODDLER  | OLDER TODDLER   | PRE-KINDERGARTEN   | KINDERGARTEN  |
|-----------------------------------|---|--|---|--|---|
| <b>A. Elements and Principles</b> | <i>EMERGING</i>   | <b>9.1.V YT.A.</b><br>Demonstrate an understanding of basic elements of visual arts. | <b>9.1.V OT.A</b><br>Know and use basic elements of visual arts.                                | <b>9.1.V PK.A</b><br>Know and use basic elements of visual arts.                         | <b>9.1.V K.A</b><br>Know and use basic elements of visual arts.                         |
| <b>B. Demonstration</b>           | <b>9.1.V I.B</b><br>Combine a variety of materials to engage in the process of art. | <b>9.1.V YT.B</b><br>Combine a variety of materials to engage in the process of art. | <b>9.1.V OT.B</b><br>Combine a variety of materials to engage in the process of art.            | <b>9.1.V PK.B</b><br>Combine a variety of materials to create a work of art.             | <b>9.1.V K.B</b><br>Combine a variety of materials to create a work of art.             |
| <b>E. Representation</b>          | <i>EMERGING</i>   | <i>EMERGING</i>  | <b>9.1.M OT.E</b><br>Use imagination and creativity to express self through the process of art. | <b>9.1.V PK.E</b><br>Use imagination and creativity to express self through visual arts. | <b>9.1.V K.E</b><br>Use imagination and creativity to express self through visual arts. |
| <b>J. Technologies</b>            | <b>9.1.V I.J</b><br>Use technologies in the process of creating art.                | <b>9.1.V YT.J</b><br>Use a variety of technologies in the process of creating art.   | <b>9.1.V OT.J</b><br>Use a variety of technologies in the process of creating art.              | <b>9.1.V PK.J</b><br>Use a variety of technologies for producing works of art.           | <b>9.1.V K.J</b><br>Use a variety of technologies for producing works of art.           |

## STANDARD AREA 9.2 Historical and Cultural Context of Works in the Arts

|                       | INFANT | YOUNG TODDLER | OLDER TODDLER | PRE-KINDERGARTEN  | KINDERGARTEN   |
|-----------------------|--------|---------------|---------------|---|--|
| <b>D. Perspective</b> |        |               |               | <b>9.2 PK.D</b><br>Explain that instruments or art forms represent cultural perspectives. | <b>9.2 K.D</b><br>Explain that instruments or art forms represent cultural perspectives. |

## STANDARD AREA 9.3 Critical Response to Works in the Arts

|                             | INFANT  | YOUNG TODDLER   | OLDER TODDLER  | PRE-KINDERGARTEN  | KINDERGARTEN   |
|-----------------------------|---|---|--|---|--|
| <b>F. Identification</b>    | <b>9.3 I.F</b><br>Explore a variety of art forms. | <b>9.3 YT.F</b><br>Engage with a variety of art forms.            | <b>9.3 OT.F</b><br>Communicate about a variety of art forms.                   | <b>9.3 PK.F</b><br>Recognize and name a variety of art forms.                 | <b>9.3 K.F</b><br>Recognize and name a variety of art forms.                 |
| <b>G. Critical Response</b> | <b>9.3 I.G</b><br>Respond to various art forms.   | <b>9.3 YT.G</b><br>Show interest in others' artistic expressions. | <b>9.3 OT.G</b><br>Comment on characteristics of others' artistic expressions. | <b>9.3 PK.G</b><br>Formulate and share an opinion about others' art products. | <b>9.3 K.G</b><br>Formulate and share an opinion about others' art products. |

## STANDARD AREA 9.4 Aesthetic Response to Works in the Arts

|                              | INFANT | YOUNG TODDLER | OLDER TODDLER | PRE-KINDERGARTEN   | KINDERGARTEN  |
|------------------------------|--------|---------------|---------------|--|---|
| <b>B. Emotional Response</b> |        |               |               | <b>9.4 PK.B</b><br>Demonstrate an emotional response to viewing or creating various art works. | <b>9.4 K.B</b><br>Demonstrate an emotional response to viewing or creating various art works. |



## STANDARD AREA 10.3 Safety and Injury Prevention

|                                     | INFANT  | YOUNG TODDLER   | OLDER TODDLER  | PRE-KINDERGARTEN   | KINDERGARTEN   |
|-------------------------------------|---|---|--|--|--|
| <b>A. Safe and Unsafe Practices</b> | <b>10.3 I.A</b><br>Respond to basic safety words. | <b>10.3 Y.T.A</b><br>Cooperate with basic safety practices. | <b>10.3 O.T.A</b><br>Use and communicate about basic safety practices. | <b>10.3 P.K.A</b><br>Recognize safe and unsafe practices.                              | <b>10.3 K.A</b><br>Recognize safe and unsafe practices.                              |
| <b>B. Emergency Responses</b>       | [Hatched Area]                                    |   |  | <b>10.3 P.K.B</b><br>Recognize emergency situations and discuss appropriate responses. | <b>10.3 K.B</b><br>Recognize emergency situations and discuss appropriate responses. |

## STANDARD AREA 10.4 Physical Activity – Gross Motor Coordination

|                                    | INFANT  | YOUNG TODDLER  | OLDER TODDLER   | PRE-KINDERGARTEN  | KINDERGARTEN   |
|------------------------------------|---|--|---|---|--|
| <b>A. Control and Coordination</b> | <b>10.4 I.A</b><br>Develop control of the body.                               | <b>10.4 Y.T.A</b><br>Control and coordinate the movement of the body.              | <b>10.4 O.T.A</b><br>Combine and coordinate body movement.                                    | <b>10.4 P.K.A</b><br>Demonstrate coordination of body movements in active play.     | <b>10.4 K.A</b><br>Demonstrate coordination of body movements in active play.                    |
| <b>B. Balance and Strength</b>     | <b>10.4 I.B</b><br>Exhibit strength and balance in stationary body movements. | <b>10.4 Y.T.B</b><br>Exhibit balance and strength when moving from place to place. | <b>10.4 O.T.B</b><br>Demonstrate balance and strength when performing gross motor activities. | <b>10.4 P.K.B</b><br>Exhibit balance while moving on the ground or using equipment. | <b>10.4 K.B</b><br>Exhibit balance, strength, stamina, and agility while engaged in active play. |

## STANDARD AREA 10.5 Concepts, Principles, and Strategies of Movement – Fine Motor Coordination

|  | INFANT  | YOUNG TODDLER  | OLDER TODDLER  | PRE-KINDERGARTEN  | KINDERGARTEN  |
|--|---|--|--|---|---|
| <b>A. Strength, Coordination, and Muscle Control</b> | <b>10.5 I.A</b><br>Use fingers and hands to accomplish actions. | <b>10.5 Y.T.A</b><br>Coordinate use of fingers, hands, and wrists to accomplish actions. | <b>10.5 O.T.A</b><br>Coordinate use of fingers, hands, and wrists to accomplish actions. | <b>10.5 P.K.A</b><br>Use hands, fingers and wrists to manipulate objects. | <b>10.5 K.A</b><br>Use dexterity to manipulate objects. |

|   |   |  |  |   |   |
|---|---|--|--|---|---|
| <p><b>B.</b><br/><b>Eye/Hand Coordination</b></p> | <p><b>10.5 I.B</b><br/>Use eye and hand coordination to perform a task.</p> | <p><b>10.5 YT.B</b><br/>Coordinate eye and hand movements to perform a task.</p> | <p><b>10.5 OT.B</b><br/>Coordinate eye and hand movements to perform a task.</p> | <p><b>10.5 PK.B</b><br/>Coordinate eye and hand movements to perform a task.</p>                              | <p><b>10.5 K.B</b><br/>Coordinate eye and hand movements to perform an advanced task.</p> |
| <p><b>C.</b><br/><b>Use of Tools</b></p>          | <p><b>10.5 I.C</b><br/>Manipulate basic tools.</p>                          | <p><b>10.5 YT.C</b><br/>Use basic tools.</p>                                     | <p><b>10.5 OT.C</b><br/>Use basic tools demonstrating refined skill.</p>         | <p><b>10.5 PK.C</b><br/>Use tools that require use of fingers, hands, and/or wrists to accomplish a task.</p> | <p><b>10.5 K.C</b><br/>Use tools with control and skill to perform tasks.</p>             |

# SOCIAL AND EMOTIONAL DEVELOPMENT

## STANDARD AREA 16.1 Self-Awareness and Self-Management

|   | INFANT  | YOUNG TODDLER  | OLDER TODDLER  | PRE-KINDERGARTEN  | KINDERGARTEN  |
|---|---|--|--|---|---|
| <b>A. Manages Emotions and Behaviors</b>        | <b>16.1 I.A</b><br>Demonstrate an emotional response to the environment.                          | <b>16.1 Y.T.A</b><br>Demonstrate an emotional response in reaction to an experience. | <b>16.1 O.T.A</b><br>Make connections between emotions and behavior.             | <b>16.1 P.K.A</b><br>Distinguish between emotions and identify socially accepted ways to express them.  | <b>16.1 K.A</b><br>Distinguish between emotions and identify socially accepted ways to express them.  |
| <b>B. Influences of Personal Traits on Life</b> | <b>16.1 I.B</b><br>Demonstrate preference for specific objects and people.                        | <b>16.1 Y.T.B</b><br>Demonstrate preference for specific objects or activities.      | <b>16.1 O.T.B</b><br>Communicate preference for people, objects, and activities. | <b>16.1 P.K.B</b><br>Recognize that everyone has personal traits which guide behavior and choices.  | <b>16.1 K.B</b><br>Recognize that everyone has personal traits which guide behavior and choices.  |
| <b>C. Resiliency</b>                            | <b>16.1 I.C</b><br>Use comfort of familiar experiences to explore new activities and experiences. | <b>16.1 Y.T.C</b><br>Repeat familiar activity to gain comfort and confidence.        | <b>16.1 O.T.C</b><br>Approach new experiences with confidence.                   | <b>16.1 P.K.C</b><br>Recognize that everyone makes mistakes and that using positive coping skills can result in learning from the experience. | <b>16.1 K.C</b><br>Recognize that everyone makes mistakes and that using positive coping skills can result in learning from the experience. |
| <b>D. Goal-Setting</b>                          | <i>EMERGING</i>   | <i>EMERGING</i>  | <b>16.1 O.T.D</b><br>Establish goals independently.                              | <b>16.1 P.K.D</b><br>Establish goals independently and recognize their influence on choices.  | <b>16.1 K.D</b><br>Establish goals independently and recognize their influence on choices.  |
| <b>E. Identity Development</b>                  | <b>16.1 I.E</b><br>Respond to self in mirror.   | <b>16.1 Y.T.E</b><br>Convey ownership of objects and people.                         | <b>16.1 O.T.E</b><br>Use language that indicates knowledge of self.              | <b>Continued Support of Pre-Kindergarten Standard</b>   |   |

## STANDARD AREA 16.2 Establishing and Maintaining Relationships

|   | INFANT   | YOUNG TODDLER  | OLDER TODDLER   | PRE-KINDERGARTEN   | KINDERGARTEN   |
|---|--|--|---|--|--|
| <b>A. Relationships: Trust and Attachment</b> | <b>16.2 I.A</b><br>Show affection and bond with familiar adults. | <b>16.2 Y.T.A</b><br>Use trusted adult as a secure base from which to explore the environment. | <b>16.2 O.T.A</b><br>Develop relationships that extend beyond trusted adults. | <b>16.2 P.K.A</b><br>Interact with peers and adults in a socially acceptable manner. | <b>16.2 K.A</b><br>Interact with peers and adults in a socially acceptable manner. |

|  |   |   |   |   |   |
|--|---|---|---|---|---|
| <b>B. Diversity</b>                        | <b>16.2 I.B</b><br>Notice differences in others.                                  | <b>16.2 Y.T.B</b><br>Recognize similarities and differences between self and others.        | <b>16.2 O.T.B</b><br>Communicate about similarities and differences between self and others.    | <b>16.2 P.K.B</b><br>Identify similarities and differences between self and others.   | <b>16.2 K.B</b><br>Identify similarities and differences between self and others.   |
| <b>C. Communication</b>                    | <b>16.2 I.C</b><br>Use sounds and gestures as a form of reciprocal communication. | <b>16.2 Y.T.C</b><br>Use sounds, gestures, and words as a form of reciprocal communication. | <b>16.2 O.T.C</b><br>Engage in reciprocal conversations and interactions with peers and adults. | <b>16.2 P.K.C</b><br>Engage in reciprocal communication with adults and peers.  | <b>16.2 K.C</b><br>Engage in reciprocal communication with adults and peers.  |
| <b>D. Managing Interpersonal Conflicts</b> | <b>16.2 I.D</b><br>Express emotion relating to a conflict.                        | <b>16.2 Y.T.D</b><br>Express emotion relating to a conflict.                                | <b>16.2 O.T.D</b><br>Communicate about a conflict and seek help to solve.                       | <b>16.2 P.K.D</b><br>Recognize that conflict occurs and distinguish between appropriate and inappropriate ways to resolve conflict.<br><i>*See also 5.2 P.K.B</i> | <b>16.2 K.D</b><br>Recognize that conflict occurs and distinguish between appropriate and inappropriate ways to resolve conflict.<br><i>*See also 5.2 K.B</i> |
| <b>E. Support: Asking for Help</b>         | <b>16.2 I.E</b><br>Indicate needs through vocalizations and body movements.       | <b>16.2 Y.T.E</b><br>Communicate needs.   | <b>16.2 O.T.E</b><br>Ask for help when needed.  | <b>16.2 P.K.E</b><br>Ask for and accept offers of help when needed or appropriate.  | <b>16.2 K.E</b><br>Ask for and accept offers of help when needed or appropriate.  |

### STANDARD AREA 16.3 Decision-Making and Responsible Behavior

|  | <b>INFANT</b>  | <b>YOUNG TODDLER</b>  | <b>OLDER TODDLER</b>  | <b>PRE-KINDERGARTEN</b>  | <b>KINDERGARTEN</b>  |
|--|--|---|---|--|--|
| <b>A. Decision-Making Skills</b>                       | <b>16.3 I.A</b><br>Demonstrate preference for specific objects and people. | <b>16.3 Y.T.A</b><br>Make simple choices.                                 | <b>16.3 O.T.A</b><br>Recognize the consequences of choices.         | <b>16.3 P.K.A</b><br>Interpret the consequences of choices.                                      | <b>16.3 K.A</b><br>Interpret the consequences of choices.                                      |
| <b>B. Understanding Social Norms (Social Identity)</b> | <b>16.3 I.B</b><br>Respond to adult guidance about behavior.               | <b>16.3 Y.T.B</b><br>Demonstrate basic understanding of rules.            | <b>16.3 O.T.B</b><br>Follow basic rules.                            | <b>16.3 P.K.B</b><br>Recognize there are socially acceptable ways to behave in different places. | <b>16.3 K.B</b><br>Recognize there are socially acceptable ways to behave in different places. |
| <b>C. Responsible Active Engagement – Empathy</b>      | <b>16.3 I.C</b><br>React to others’ expressions of emotion.                | <b>16.3 Y.T.C</b><br>Engage in empathy and compassion in some situations. | <b>16.3 O.T.C</b><br>Demonstrate empathy and compassion for others. | <b>16.3 P.K.C</b><br>Actively engage in assisting others when appropriate.                       | <b>16.3 K.C</b><br>Actively engage in assisting others when appropriate.                       |



