

**2014 Pennsylvania Learning Standards for Early Childhood
Pre-Kindergarten Head Start Early Learning Outcomes Framework
CROSSWALK**

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| Approaches To Learning Through Play (14) | |
| Standard Area AL.1: Constructing and Gathering Knowledge (3) | |
| Curiosity and Initiative AL.1.PK.A Explore and ask questions to seek meaningful information about a growing range of topics, ideas and tasks. <ul style="list-style-type: none"> • Utilize senses to explore and learn from the environment • Show interest and interact with peers about their work or actions • Demonstrate interest in new materials and experiences that are introduced into the classroom • Ask questions to understand something (e.g. “How does that work?”) • Watch peers play and ask to join in | Goal P-ATL 11 Child shows interest in and curiosity about the world around them <ul style="list-style-type: none"> • Ask questions and seeks new information • Is willing to participate in new activities or experiences even if they are perceived as challenging • Demonstrates eagerness to learn about and discuss a range of topics, ideas, and activities |
| Risk Taking AL.1.PK.B Demonstrate a willingness to participate in new and challenging experiences. <ul style="list-style-type: none"> • Actively explore new materials that are introduced into the classroom • Observe peers engaged in an unfamiliar or new activity before joining in. • Listen attentively to learn proper technique for a new skill, and then follow through using the learned technique • State discomfort at trying something new, but make attempts to try after encouragement • Differentiate between appropriate and inappropriate methods for learning information (e.g. understand that jumping from a high wall is a dangerous way to discover its height) | Goal P-ATL 11 Child shows interest in and curiosity about the world around them <ul style="list-style-type: none"> • Demonstrates eagerness to learn about and discuss a range of topics, ideas, and activities |
| Stages of Play AL.1.PK.C Engage in complex play sequences with two or more children. <ul style="list-style-type: none"> • Use materials and objects to represent other objects • Initiate cooperative play with peers by establishing roles and a simple play scenario (e.g. act out a doctor’s office scenario, assigning a doctor and patients) • Extend play scenarios over more than one day • Incorporate personal experiences and themes learned into play scenarios • Engage in simple games with rules with adult reminders and support | Goal P-ATL 6 Child maintains focus and sustains attention with minimal adult support <ul style="list-style-type: none"> • Engages in purposeful play for extended periods of time |
| Standard Area AL.2: Organizing and Understanding Information (5) | |
| Engagement and Attention AL.2.PK.A Work toward completing a task, even if challenging, and despite interruptions. <ul style="list-style-type: none"> • State when they are being distracted | Goal P – ATL 6 Child maintains focus and sustains attention with minimal adult support <ul style="list-style-type: none"> • Mains focus on activities for extended periods of time, such as |

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| <ul style="list-style-type: none"> State when they are frustrated by a challenge Move away from distractions in order to complete a task | 15 minutes or more |
| <p>Task Analysis AL.2.PK.B</p> <p>Independently break simple tasks into steps and complete them one at a time.</p> <ul style="list-style-type: none"> Attend and follow through on two step directions Explain a routine sequence Relate the steps necessary to complete a task or activity Relate the desired outcome or end goal of a task or activity | <p>Goal P – ATL 8 Child holds information in mind and manipulates it to perform tasks</p> <ul style="list-style-type: none"> Accurately recounts recent experiences in the correct order and includes relevant detail Successfully follows detailed, multi-step directions, sometimes with reminders |
| <p>Persistence AL.2.PK.C</p> <p>Attempt to accomplish challenging tasks by employing familiar and new strategies as needed.</p> <ul style="list-style-type: none"> Attempt to complete a task in more than one way (e.g. using materials in new ways, trial and error, breaking tasks into steps) before asking for help or stopping due to frustration Stick to a task after stating frustration Show pride in completion of a challenging task | <p>Goal P-ATL7 Child persists in tasks</p> <ul style="list-style-type: none"> Completes tasks that are challenging or less preferred despite frustration, either by persisting independently or seeking help from an adult or other child <p>Goal P – ATL9 Child demonstrates flexibility in thinking and behavior</p> <ul style="list-style-type: none"> Tries different strategies to complete work or solve problems including with other children |
| <p>Patterning AL.2.PK.D</p> <p>Recognize and extend simple patterns.</p> <ul style="list-style-type: none"> Identify patterns in the environment (e.g. stripes on a flag) Clap out rhythmic patterns Practice extending simple repeating patterns using manipulatives | <p>Goal P – MATH 7 Child understands simple patterns</p> <ul style="list-style-type: none"> Duplicates simple patterns in a different location than demonstrated, such as making the same alternating color pattern with blocks at a table that was demonstrated on a rug. Extends patters, such as making an eight block tower of the same pattern that was demonstrated with four blocks |
| <p>Memory AL.2.PK.E</p> <p>Retain and recall information presented over a short period of time.</p> <ul style="list-style-type: none"> Relate information and/or experiences from the past Remember and update simple information (e.g. one’s place in a story, song or game if interrupted) Engage in memory games Recall details from stories, events, and experiences | <p>Goal P – ATL 8 Child holds information in mind and manipulates it to perform tasks</p> <ul style="list-style-type: none"> Accurately recounts recent experiences in the correct order and includes relevant details |
| <p>Standard Area AL.3: Applying Knowledge (3)</p> <p>Creativity</p> | Goal P-ATL 12 |

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| AL.3.PK.A Use music, art and/or stories to express ideas, thoughts, and feelings. <ul style="list-style-type: none"> • Reference 9.1.M.PK.E; 9.1.D.PK.E; 9.1.V.PK.E; 1.4.PK.M; 1.5.PK.E | Child expresses creativity in thinking and communication <ul style="list-style-type: none"> • Uses multiple means of communication to creatively express thoughts, feelings, or ideas |
| Invention AL.3.PK.B Produce and explain the purpose for a new creation. <ul style="list-style-type: none"> • Engage in a variety of creative activities • Describe or draw a desired product (e.g. create a blueprint for a block structure) • Answer questions to explain the purpose of a creation • Show pride in a creation | Goal P – ATL 13 Child uses imagination in play and interactions with others <ul style="list-style-type: none"> • Uses imagination with materials to create stories or works of art |
| Representation AL.3.PK.C Use materials and objects to represent new concepts. <ul style="list-style-type: none"> • Use non-conforming objects to create representations of real life objects or activities (e.g. block for a phone, stick for a spoon) • Use real life objects to represent make-believe or fantasy objects (e.g. spoon for a magic wand, broom for a flying horse) | Goal P-ATL 13 Child uses imagination in play and interactions with others <ul style="list-style-type: none"> • Uses objects or materials to represent something else during play, such as using a paper plate or Frisbee as a steering wheel |
| Standard Area AL.4: Learning Through Experience (3) | |
| Making Connections AL.4.PK.A Relate knowledge learned from one experience to a similar experience in a new setting. <ul style="list-style-type: none"> • Relate personal (e.g. home, cultural, community) experiences during play, and other school activities • Understand that appropriate activities and events may differ from home to school • Share new skills or tasks learned or practiced outside of school setting (e.g. “Mommy taught me how to tie my shoe”, demonstrate a forward roll that was learned in a weekend gymnastics class) • Practice skills learned in whole group demonstration or role play during center exploration • Apply a skill to multiple tasks (e.g. use measuring cups in sensory table, outside, and in cooking activity) | |
| Resiliency AL.4.PK.B Recognize that everyone makes mistakes and that using positive coping skills can result in learning from the experience. <ul style="list-style-type: none"> • Reference 16.1.PK.C | Goal P – SE 8 Child manages emotions with increasing independence <ul style="list-style-type: none"> • Use a range of coping strategies to manage emotions with the support of an adult, such as using words or taking deep breaths |

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| Problem Solving AL.4.PK.C Attempt problem solving activities to achieve a positive outcome. <ul style="list-style-type: none"> • Try new ways to complete a familiar task • Attempt to complete a task in more than one way (e.g. using materials in new ways, trial and error, breaking tasks into steps) before asking for help or stopping due to frustration • Ask questions to clarify problems • Discuss the different ways used to accomplish a task or to solve a problem • Recall and use a previously successful strategy • Change plan if a better strategy presents itself • Observe mistakes and note the effectiveness of a difference solution (e.g. “That didn’t work because …”) • Demonstrate increasing flexibility in a variety of situations, task, and activities | Goal P – ATL 9 Child demonstrates flexibility in thinking and behavior <ul style="list-style-type: none"> • Tries different strategies to complete work or solve problems including with other children |
| Language and Literacy Development (46) | |
| Standard Area 1.1 Foundational Skills (5) | |
| Book Handling 1.1 PK.A Practice appropriate book handling skills. <ul style="list-style-type: none"> • Orient a book correctly • Turn pages in order • Use pointers or finger to track print on charts, posters, environmental print or in books • Practice tracking from top to bottom and left to right with scaffolding | Goal P – LIT 2 Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print) <ul style="list-style-type: none"> • Understands that print is organized differently for different purposes, such as a note, list, or storybook • Begins to point to single-syllable words while reading simple, memorized texts |
| Print Concepts 1.1 PK.B Identify basic features of print. <ul style="list-style-type: none"> • Differentiate between numbers and letters and letters and words • Recognize and name some upper and lower case letters of the alphabet | Goal P – LIT 2 Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print) <ul style="list-style-type: none"> • Understands that written words are made up of a group of individual letters Goal P – LIT 3 Child identifies letters of the alphabet and produces correct sounds associated with letters <ul style="list-style-type: none"> • Names 18 upper and 15 lower – case letters |
| Phonological Awareness | Goal P – LIT 1 |

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| <p>1.1 PK.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> • Recognize rhyming words • Recognize when two or more words begin with the same sound (alliteration) • Count syllables in spoken words • Isolate and pronounce initial sounds • Segment single-syllable spoken words into phonemes | <p>Child demonstrates awareness that spoken language is composed of smaller segments of sound</p> <ul style="list-style-type: none"> • Provides one or more words that rhyme with a single given target, such as “What rhymes with log?” • Produces the beginning sound in a spoken word, such as “Dog begins with /d/.” • Provides a word that fits with a group of words sharing an initial sound, with adult support, such as “Sock, Sara, and song all start with the /s/ sounds. What else starts with the /s/ sound?” <p>Goal P – LIT 3 Child identifies letters of the alphabet and produces correct sounds associated with letters</p> <ul style="list-style-type: none"> • Knows the sounds associated with several letters |
| <p>Phonics and Word Recognition 1.1. PK.D Develop beginning phonics and word skills.</p> <ul style="list-style-type: none"> • Associate some letters with their names and sounds • Identify familiar words and environmental print | <p>Goal P – LIT 1 Child demonstrates awareness that spoken language is composed of smaller segments of sound</p> <ul style="list-style-type: none"> • Provides a word that fits with a group of words sharing an initial sound, with adult support, such as “Sock, Sara, and song all start with the /s/ sounds. What else starts with the /s/ sound?” |
| <p>Fluency 1.1. PK.E Emerging to: Read emergent reader text with purpose and understanding.</p> <ul style="list-style-type: none"> • Recite rhymes, songs, and familiar text while tracking with a finger or pointer • Apply knowledge of letters, word and sounds to read simple sentences • Assemble letters to form words and words to form sentences and (pretend) to read the words or sentences back | |
| Standard Area 1.2 Reading Informational Text (10) | |
| <p>Key Ideas and Details- Main Idea 1.2.PK.A With prompting and support, retell key details of text that support a provided main idea.</p> <ul style="list-style-type: none"> • Know that the details of a text can be used to support a main | <p>Goal P – LIT 4 Child demonstrates an understanding of narrative structure through storytelling/ re-telling</p> <ul style="list-style-type: none"> • Re-tells or acts out a story that |

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| <p>topic or idea</p> <ul style="list-style-type: none"> • Provide relevant details from a text which support a provided main idea | <p>was read, putting events in the appropriate sequence, and demonstrating more sophisticated understanding of how events relate, such as cause and effect relationships</p> |
| <p>Key Ideas and Details- Text Analysis 1.2.PK.B Answer questions about a text.</p> <ul style="list-style-type: none"> • Use specific details from the text to answer questions • Answer “who” or “what” the text is about • Answer “how” and/or “why” questions using specifics from the text | <p>Goal P – LIT 5 Child asks and answers questions about a book that was read aloud</p> <ul style="list-style-type: none"> • Answers questions about details of a story with increasingly specific information, such as when asked “Who was Mary?” response “She was the girl who was riding the horse and then got hurt.” • Provides a summary of a story, highlighting a number of the key ideas in the story and how they relate |
| <p>Key Ideas and Details 1.2. PK.C With prompting and support, make connections between information in a text and personal experience.</p> <ul style="list-style-type: none"> • Share personal experience and prior knowledge that is relevant to the text • Contribute relevant information to a K (know), W (what child wants to learn), L (what group learned) chart • Choose text based on personal interests and experiences | |
| <p>Craft and Structure- Text Structure 1.1 PK.E Identify the front cover, back cover and title page of a book.</p> <ul style="list-style-type: none"> • Relate that texts are organized in a predictable format • Identify the title page of a book • Identify the front cover of a book • Identify the back cover of a book | <p>Goal P – LIT 2 Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print)</p> <ul style="list-style-type: none"> • Identifies book parts and features, such as the front, back, title, and author |
| <p>Craft and Structure-Vocabulary 1.2. PK.F With prompting and support, answer questions about unfamiliar words read aloud from a text.</p> <ul style="list-style-type: none"> • Participate in discussions about unfamiliar words • Connect prior understandings to unfamiliar words | <p>Goal P – LC 6 Child understands and uses a wide variety of words for a variety of purposes</p> <ul style="list-style-type: none"> • With support, forms guesses about the meaning of new words from context clues |
| <p>Integration of Knowledge and Ideas 1.2. PK.G With prompting and support, answer questions to connect</p> | |

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| <p>illustrations to the written word.</p> <ul style="list-style-type: none"> • Retell a simple sequence in a text using picture support • Match pictures to ideas, objects, or steps in a sequence • Describe pictures in a text in detail to answer specific questions about the text | |
| <p>Integration of Knowledge and Ideas –Analysis Across Texts 1.2.PK.I</p> <p>With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic.</p> <ul style="list-style-type: none"> • Recognize that texts have similar components that can be compared and contrasted (e.g. main ideas, details) • Participate in strategies that provide opportunities to compare and contrast texts and/or components of texts (e.g. Venn diagrams, T-charts) | |
| <p>Vocabulary Acquisition and Use 1.2.PK.J</p> <p>Use new vocabulary and phrases acquired in conversations and being read to.</p> <ul style="list-style-type: none"> • Talk about pictures using new vocabulary words or phrases • Use new vocabulary in the context of dramatic play, daily routines and classroom conversations • Begin to use new vocabulary when asking questions or describing situations or objects | <p>Goal P – LC 6 Child understands and uses a wide variety of words for a variety of purposes</p> <ul style="list-style-type: none"> • Demonstrates the use of multiple (2 – 3) new words or signs a day during play and other activities • Shows recognition of and/or familiarity with key domain-specific words heard during reading or discussions • With multiple exposures, uses new domain-specific vocabulary during activities, such as using the word “cocoon” when learning about the life-cycle of caterpillars, or “cylinder” when learning about 3-D shapes |
| <p>Vocabulary/Acquisition and Use 1.2.PK.K</p> <p>With prompting and support, clarify unknown words or phrases read aloud.</p> <ul style="list-style-type: none"> • Recognize words or phrases that are unfamiliar to them • Ask, “What does that mean?” • Talk about connections between familiar and unfamiliar words or phrases that mean similar things (e.g. grass, lawn) | <p>Goal P – LC 6 Child understands and uses a wide variety of words for a variety of purposes</p> <ul style="list-style-type: none"> • Shows recognition of and/or familiarity with key domain-specific words heard during reading or discussions |
| <p>Range of Reading 1.2.PK.L</p> <p>With prompting and support, actively engage in group reading activities with purpose and understanding.</p> <ul style="list-style-type: none"> • Ask and answer questions about text being read aloud • Share relevant prior knowledge about text being read aloud • Respond to and build on comments from other children | |

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| <ul style="list-style-type: none"> Use ideas gained in group reading activities in other daily routines, learning centers, and activities | |
| Standard 1.3: Reading Literature (11) | |
| <p>Key Ideas and Details-Theme 1.3.PK.A</p> <p>With prompting and support, retell a familiar story in a sequence with picture support.</p> <ul style="list-style-type: none"> Retell a story in sequential order using various materials | <p>Goal P – LIT 4</p> <p>Child demonstrates an understanding of narrative structure through storytelling/ re-telling</p> <ul style="list-style-type: none"> Re-tells or acts out a story that was read, putting events in the appropriate sequence, and demonstrating more sophisticated understanding of how events relate, such as cause and effect relationships |
| <p>Key Ideas and Details-Text Analysis 1.3 PK.B</p> <p>Answer questions about a particular story (who, what, how, when, and where).</p> <ul style="list-style-type: none"> Use specific details from the story to answer questions | <p>Goal P – LIT 5</p> <p>Child asks and answers questions about a book that was read aloud</p> <ul style="list-style-type: none"> Answers questions about details of a story with increasingly specific information, such as when asked “Who was Mary?” response “She was the girl who was riding the horse and then got hurt.” Provides a summary of a story, highlighting a number of the key ideas in the story and how they relate |
| <p>Key Ideas and Details-Literacy Elements 1.3.PK.C</p> <p>With prompting and support, answer questions to identify characters, settings, and major events in a story.</p> <ul style="list-style-type: none"> Demonstrate understanding that “setting” is where a story takes place Demonstrate understanding that “characters” are people or animals who have a role in the story Respond to questions and prompts about characters, settings and events during a read aloud | <p>Goal P – LIT 4</p> <p>Child demonstrates an understanding of narrative structure through storytelling/ re-telling</p> <ul style="list-style-type: none"> Re-tells or acts out a story that was read, putting events in the appropriate sequence, and demonstrating more sophisticated understanding of how events relate, such as cause and effect relationships Identifies characters and main events in books and stories |
| <p>Craft and Structure Point of View 1.3.PK.D</p> <p>With prompting and support, name the author and illustrator of a story.</p> <ul style="list-style-type: none"> Understand that an author writes the story Understand that the illustrator draws the pictures | <p>Goal P – LIT 2</p> <p>Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print)</p> <ul style="list-style-type: none"> Identifies book parts and features, such as the front, back, title, and |

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| | author |
| Craft and Structure- Text Structure 1.3. PK.E With prompting and support, recognize common types of text. <ul style="list-style-type: none"> • Understand that different types of texts are used for different purposes • Understand that a storybook has characters, setting, and actions associated with words and, most often, illustrations • Understand that a poem consists of words arranged in patterns of sound (e.g. rhyming words, alliteration) • Tell if a text is storybook or poem • Differentiate between real and make-believe | Goal P – LIT 2 Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print) <ul style="list-style-type: none"> • Understand that print is organized differently for different purposes, such as a note, list, or storybook |
| Craft and Structure-Vocabulary 1.3. PK.F Answer questions about unfamiliar words read aloud from a story. <ul style="list-style-type: none"> • Participate in discussions about unfamiliar words • Connect prior understandings to unfamiliar words | Goal P – LC 6 Child understands and uses a wide variety of words for a variety of purposes <ul style="list-style-type: none"> • With support, forms guesses about the meaning of new words from context clues |
| Integration of Knowledge and Ideas Sources 1.3.PK.G Describe pictures in books using detail. <ul style="list-style-type: none"> • Attach action and descriptive words to illustrations (e.g. “That man in the yellow hat is running fast”) | |
| Integration of Knowledge and Ideas Text Analysis 1.3.PK.H Answer questions to compare and contrast the adventures and experiences of characters in familiar stories. <ul style="list-style-type: none"> • Understand that characters within the same story or characters from different stories can be compared and contrasted • Participate in strategies that provide opportunities to compare and contrast the experiences of characters (e.g. Venn diagrams, T-charts, dramatic play) | |
| Vocabulary Acquisition & Use Strategies 1.3.PK.I With prompting and support, clarify unknown words or phrases read aloud. <ul style="list-style-type: none"> • Recognize words or phrases that are unfamiliar to them • Ask, “What does that mean?” • Talk about connections between familiar and unfamiliar words or phrases that mean similar things (e.g. grass, lawn) | Goal P – LC 6 Child understands and uses a wide variety of words for a variety of purposes <ul style="list-style-type: none"> • Shows recognition of and/or familiarity with key domain-specific words heard during reading or discussions |
| Vocabulary Acquisition and Use 1.3.PK.J Use new vocabulary and phrases acquired in conversations and being read to. <ul style="list-style-type: none"> • Talk about pictures using new vocabulary words or phrases • Use new vocabulary in the context of dramatic play, daily | Goal P – LC 6 Child understands and uses a wide variety of words for a variety of purposes <ul style="list-style-type: none"> • Demonstrates the use of multiple (2 – 3) new words or signs a day during play and other activities |

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| routines and classroom conversations <ul style="list-style-type: none"> Begin to use new vocabulary when asking questions or describing situations or objects | <ul style="list-style-type: none"> With multiple exposures, uses new domain-specific vocabulary during activities, such as using the word “cocoon” when learning about the life-cycle of caterpillars, or “cylinder” when learning about 3-D shapes |
| Range of Reading 1.3.PK.K With prompting and support, actively engage in group reading activities with purpose and understanding. <ul style="list-style-type: none"> Ask and answer questions about story or poem being read aloud Share relevant prior knowledge about text being read aloud Respond to and build on comments from other children Use ideas gained in group reading activities in other daily routines, learning centers, and activities | |
| Standard Area 1.4 Writing (14) | |
| Informative/Explanatory 1.4.PK.A Draw/dictate to compose informative /explanatory texts examining a topic. <ul style="list-style-type: none"> Use illustration/dictation to convey meaning about a particular topic Create a picture about a nonfiction topic and talk about it with the teacher | Goal P – LIT 6 Child writes for a variety of purposes using increasingly sophisticated marks <ul style="list-style-type: none"> Writes (draws, illustrates) for a variety of purposes and demonstrates evidence of many aspects of print conventions, such as creating a book that moves from left to right |
| Informative / Explanatory Focus 1.4.PK.B With prompting and support, draw/dictate about one specific topic. <ul style="list-style-type: none"> Create a picture about a nonfiction topic and talk about it with the teacher | |
| Informative / Explanatory Organization 1.4.PK.C With prompting and support, generate ideas to convey information. <ul style="list-style-type: none"> Brainstorm ideas for pictures and stories Tell teacher what she/he will draw | |
| Informative/ Explanatory Organization 1.4.PK.D With prompting and support, make logical connections between drawing and dictation. <ul style="list-style-type: none"> Understand that words are connected to print Work with teacher to create words or sentences that relate to drawings | |
| Informative / Explanatory Conventions 1.4.PK.F Emerging to...Spell simple words phonetically. | Goal P – LIT 6 Child writes for a variety of purposes using increasingly sophisticated marks |

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| <ul style="list-style-type: none"> • Write symbols, letters, or letter-like shapes • Attempt to reproduce own name and/or simple words, with most letters correct | <ul style="list-style-type: none"> • Attempts to independently write some words using invented spelling, such as K for kite • Writes first name correctly or close to correctly |
| <p>Narrative 1.4.PK.M</p> <p>Dictate narratives to describe real or imagined experiences or events.</p> <ul style="list-style-type: none"> • Use illustration/dictation to convey meaning about an experience or event • Create a picture about an experience or event and talk about it with the teacher | |
| <p>Narrative Focus 1.4.PK.N</p> <p>Establish “who” and “what” the narrative will be about.</p> <ul style="list-style-type: none"> • Generate ideas for writing • Understand that “who” a story will be about refers to the person, animal, or animated object that the story will be about • Understand that “what” a story will be about refers to the sequenced events that happen to the referenced “who” • Respond when asked “who” or “what” a story is about, and follow through when drawing about or dictating the story | |
| <p>Narrative Content 1.4.PK.O</p> <p>With prompting and support, describe experiences and events.</p> <ul style="list-style-type: none"> • When prompted, provide details (e.g. descriptive words, feelings and thoughts of the character) to further develop a story • Tell teacher what she/he has drawn/written about | |
| <p>Narrative Organization 1.4.PK.P</p> <p>Recount a single event and tell about the events in the order in which they occurred.</p> <ul style="list-style-type: none"> • Understand that stories can be told about a single event • Understand that a single event is made up of a series of smaller events that are in a sequence (before, next, end) • Respond with a logical sequence of events when asked “what” their story is about | |
| <p>Narrative Conventions of Language 1.4.PK.R</p> <p>Emerging to: Spell simple words phonetically.</p> <ul style="list-style-type: none"> • Write symbols, letters, or letter like shapes • Attempt to reproduce own name and/or simple words, with most letters correct | <p>Goal P – LIT 6</p> <p>Child writes for a variety of purposes using increasingly sophisticated marks</p> <ul style="list-style-type: none"> • Attempts to independently write some words using invented spelling, such as K for kite • Writes first name correctly or close to correctly |
| <p>Production and Distribution of Writing Process</p> | |

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| <p>1.4.PK.T With guidance and support from adults and peers, respond to questions and suggestions, add details as needed.</p> <ul style="list-style-type: none"> • Understand that drawings and dictations can convey meaning to an audience • Understand that stories may have to be changed to make meaning more clear • Share work with others • Participate in discussions about their work • When prompted, make changes to work based on feedback | |
| <p>Conducting Research 1.4.PK.V Ask questions about topics of personal interest to gain information; with teacher guidance and support, locate information on the chosen topic.</p> <ul style="list-style-type: none"> • Ask adults for explanations or information using why, how, where and when questions (e.g. “Why do leaves turn colors?”, “Why doesn’t Jamal like pizza?”) • Use a variety of resources (e.g. adults and peers, books, digital media, maps, recipes, experts) to find new information | |
| <p>Credibility, Reliability, and Validity of Sources 1.4.PK.W With guidance and support, recall information from experiences or books.</p> <ul style="list-style-type: none"> • Respond to prompts which require reference to prior experiences • Relate prior experiences and learning to a current topic | |
| <p>Range of Writing 1.4.PK.X Emerging to: Write routinely over short time frames.</p> <ul style="list-style-type: none"> • Engage in writing opportunities including journaling • Ask teacher to “write down the words” of his/her story or to his/her drawing • Ask to revisit previous work | <p>Goal P – LIT 6 Child writes for a variety of purposes using increasingly sophisticated marks</p> <ul style="list-style-type: none"> • Creates a variety of written products that may or may not phonetically relate to intended messages • Shows an interest in copying simple words posted in the classroom • Attempts to independently write some words using invented spelling, such as K for kite • Writes first name correctly or close to correctly |
| Standard Area 1.5 Speaking and Listening (6) | |
| <p>Comprehension and Collaboration- Collaborative Discussion 1.5.PK.A Participate in collaborative conversations with peers and adults in small and larger groups.</p> | <p>Goal P – LC 4 Child understands, follows, and uses appropriate social and conversational rules</p> <ul style="list-style-type: none"> • Maintains multi-turn |

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| <ul style="list-style-type: none"> • Communicate using detail related to topic being discussed • Pose questions related to topic being discussed • Allow wait time before responding • Engage in turn taking | <p>conversations with adults, other children, and within larger groups by responding in increasingly sophisticated ways, such as asking related questions or expressing agreement</p> |
| <p>Comprehension and Collaboration Critical Listening 1.5.PK.B</p> <p>Answer questions about key details in a text read aloud or information presented orally or through other media.</p> <ul style="list-style-type: none"> • Respond to a question with an answer or details related to the topic being discussed | <p>Goal P – LC 1 Child attends to communication and language from others</p> <ul style="list-style-type: none"> • Uses verbal and non-verbal signals appropriately to acknowledge the comments or questions of others |
| <p>Comprehension and Collaboration Evaluating 1.5.PK.C</p> <p>Respond to what a speaker says in order to follow directions, seek help, or gather information.</p> <ul style="list-style-type: none"> • Follow two-step directions • Act upon or respond to simple statements and questions showing understanding of intent | <p>Goal P – LC 2 Child understands and responds to increasingly complex communication and language from others</p> <ul style="list-style-type: none"> • Shows an ability to recall (in order) multiple step directions • Demonstrates an understanding of a variety of questions types, such as “Yes/No?” or “Who/What/When/Where?” or “How/Why?” |
| <p>Presentation of Knowledge and Ideas Purpose, Audience, and 1.5.PK.D</p> <p>Use simple sentences; share stories, familiar experiences, and interests, speaking clearly enough to be understood by most audiences.</p> <ul style="list-style-type: none"> • Talk about stories, experiences, and interests using some detail • Use appropriate volume to be heard by group, paying attention to inside and outside voices • Use appropriate pacing when speaking | <p>Goal P – LC 3 Child varies the amount of information provided to meet the demands of the situation</p> <ul style="list-style-type: none"> • Usually provides sufficient detail in order to get needs met, such as explaining a point of difficulty in a task or sharing a request from home with the teacher <p>Goal P – LC 5 Child expresses self in increasingly long, detailed, and sophisticated ways</p> <ul style="list-style-type: none"> • Communicates clearly enough to be understood by adults across a range of situations. Pronunciation errors and grammatical errors are isolate and infrequent. Shows proficiency with prepositions, regular/irregular past tense, possessives, and noun-verb agreement • Typically, uses complete sentences of more than 5 words |

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| | <p>with complex structures, such as sentences involving sequence and causal relations</p> <ul style="list-style-type: none"> • Can produce and organize multiple sentences on a topic, such as giving directions or telling a story, including information about the past or present or things not physically present, and answer a variety of question types |
| <p>Presentation of Knowledge and Ideas Context 1.5.PH.E Use simple sentences; express thoughts, feelings, and ideas, speaking clearly enough to be understood by most audiences.</p> <ul style="list-style-type: none"> • Talk about personal thoughts, feelings, and ideas • Use appropriate volume to be heard by group, paying attention to inside and outside voices • Use appropriate pacing when speaking | <p>Goal P – LC 3 Child varies the amount of information provided to meet the demands of the situation</p> <ul style="list-style-type: none"> • Usually provides sufficient detail in order to get needs met, such as explaining a point of difficulty in a task or sharing a request from home with the teacher |
| <p>Conventions of Standard English 1.5.PK.G Demonstrate command of the conventions of standard English when speaking based on pre-kindergarten level and content.</p> <ul style="list-style-type: none"> • Speak in complete sentences that contain more than three words • Use past tense • Use plurals including those which do not end in “s” • Use pronouns • Use a variety of prepositions | <p>Goal P – LC 5 Child expresses self in increasingly long, detailed, and sophisticated ways</p> <ul style="list-style-type: none"> • Communicates clearly enough to be understood by adults across a range of situations. Pronunciation errors and grammatical errors are isolate and infrequent. Shows proficiency with prepositions, regular/irregular past tense, possessives, and noun-verb agreement • Typically, uses complete sentences of more than 5 words with complex structures, such as sentences involving sequence and causal relations • Can produce and organize multiple sentences on a topic, such as giving directions or telling a story, including information about the past or present or things not physically present, and answer a variety of question types |
| Mathematical Thinking and Expression (12) | |
| Standard Area 2.1: Numbers and Operation (4) | |
| <p>Counting and Cardinality 2.1 PK.A.1</p> | <p>Goal P – MATH 1 Child knows number names and the count</p> |

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| <p>Know number names and the count sequence.</p> <ul style="list-style-type: none"> • Name numerals up to 10 • Rote count up to 20 • Match a numeral to a set of 0-10 objects • Represent a number of objects with a written numeral 0-10 • Differentiate numerals from letters • Counts on when a specific number is provided | <p>sequence</p> <ul style="list-style-type: none"> • Counts verbally or signs to at least 20 by ones <p>Goal P – MATH 5 Child associates a quantity with written numbers up to 5 and begins to write numbers</p> <ul style="list-style-type: none"> • Associates a number of objects with a written numeral 0-5 • Recognizes and, with support, writes some numerals up to 10 |
| <p>Counting and Cardinality 2.1 PK.A.2</p> <p>Count to tell the number of objects.</p> <ul style="list-style-type: none"> • Subitize (visually quantify) to determine how many: attach a numerical value to a set of objects without counting up to 6 • Use one-to-one correspondence when counting to 10 • State the total number of objects counted, demonstrating understanding that the last number named tells the number of objects counted • Use counting and numbers as part of play and as a means for determining quantity | <p>Goal P – MATH 2 Child recognizes the number of objects in a small set</p> <ul style="list-style-type: none"> • Instantly recognizes, without counting, small quantities of up to 5 objects and says or signs the number <p>Goal P – MATH 3 Child understands the relationship between numbers and quantities</p> <ul style="list-style-type: none"> • When counting objects, says or signs the number names in order, pairing one number word that corresponds with one object, up to at least 10 • Counts and answers “How many?” questions for approximately 10 objects • Understands that the last number said represents the number of objects in a set |
| <p>Counting and Cardinality: Comparing 2.1 .PK.A.3</p> <p>Compare numbers.</p> <ul style="list-style-type: none"> • Create sets of objects with same and different amounts • Identify whether the number of objects in one group is greater than, less than or equal to the number of objects in another group up to 10 • Compare two numbers between 1 and 5 when presented as written numerals • Practice use of mathematical vocabulary to compare numbers of objects | <p>Goal P – MATH 4 Child compares numbers</p> <ul style="list-style-type: none"> • Identifies whether the number of objects in one group is more than, less than, or the same as objects in another group for up to at least five objects |
| <p>Mathematical Processes 2.1.PK.MP</p> <p>Use mathematical processes when quantifying, comparing, representing, and modeling numbers.</p> | |

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| <ul style="list-style-type: none"> • Engage in numerical play • Persist in numerical play (Reference AL.2.PK.C) • When prompted, communicate thinking while engaged in numerical play • Talk and listen to peers during numerical play • Use common forms of numerical representation (e.g. fingers, tally marks, dots)Use simples forms of numerical representations (e.g. pictures, objects, fingers) | |
| Standard Area 2.2: Algebraic Concepts (2) | |
| <p>Operations and Algebraic Thinking 2.2 .PK.A.1</p> <p>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</p> <ul style="list-style-type: none"> • Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g. claps), acting out situations, verbal explanations, expressions, or equations • Explain adding and subtracting sets of objects up to and including six, using basic math vocabulary (e.g. putting together, adding to, taking away, taking apart, taking from) • Join sets of objects • Separate sets of objects • Add objects to a set and tell a number story about it | <p>Goal P – MATH 6 Child understands addition as adding to and understands subtraction as taking away from</p> <ul style="list-style-type: none"> • Represents addition and subtraction in different ways, such as with fingers, objects, and drawings • Add and subtracts up to 5 to or from a given number |
| <p>Operations and Algebraic Thinking 2.2.PK.MP</p> <p>Use mathematical processes when representing relationships.</p> <ul style="list-style-type: none"> • Engage in mathematical play • Persist in mathematical play (Reference AL.2.PK.C) • Problem solve during mathematical play (Reference AL.4.PK.C) • When prompted, communicate thinking while engaged in mathematical play • Talk and listen to peers during mathematical play • Use common forms of numerical representation (e.g. fingers, tally marks, dots) | |
| Standard Area 2.3: Geometry (3) | |
| <p>Geometric Identification 2.3.PK.A.1</p> <p>Identify and describe shapes.</p> <ul style="list-style-type: none"> • Describe objects in the environment using names of shapes • Recognize and describe the attributes of geometric figures • Describe the relative positions of objects using terms such as above, below, beside, in front of, behind, and next to • Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (solid) | <p>Goal P – MATH 9 Child identifies, describes, compares, and composes shapes</p> <ul style="list-style-type: none"> • Correctly names basic shapes regardless of size and orientation <p>Goal P – MATH 10 Child explores the positions of objects in space</p> <ul style="list-style-type: none"> • Understands and uses language related to directionality, order, and the position of objects, including up/down, and in front/behind |

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| <p>2.3.PK.A.2 Analyze, compare, create, and compose shapes.</p> <ul style="list-style-type: none"> • Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts and other attributes • Model shapes in the world by building shapes from components and drawing shapes • Use geoboards to create shapes with rubber bands • Use simple shapes to compose larger shapes | <p>Goal P – MATH 9 Child identifies, describes, compares, and composes shapes</p> <ul style="list-style-type: none"> • Analyzes, compares and sorts two- and three-dimensional shapes and objects in different sizes. Describes their similarities, differences, and other attributes, such as size and shape • Creates and builds shapes from components |
| <p>2.3.PK.MP Use mathematical processes when drawing, constructing, modeling, and representing shapes.</p> <ul style="list-style-type: none"> • Engage in geometric play • Persist in geometric play (Reference AL.2.PK.C) • Problem solve during geometric play • (Reference AL.4.PK.C) • When prompted, communicate thinking while engaged in geometric play • Talk and listen to peers during geometric play • Problem solve during geometric play (Reference AL.4.PK.C) | |
| Standard Area 2.4: Measurement, Data and Probability (3) | |
| <p>Measurement and Data 2.4.PK.A.1 Describe and compare measurable attributes of length and weights of everyday objects.</p> <ul style="list-style-type: none"> • Recognize attributes of objects that can be measured • Measure objects using non-standard items (e.g. hands, shoes, yarn, blocks) • Practice use of standard measurement tools • Practice using measurement vocabulary • Sort and order by one attribute • Use ordinal number words to describe the position of objects (first, second, last) • Compare two objects with a measurable attribute in common to see which object has “more of”/ “less of” the attribute and describe the difference | <p>Goal P – MATH 8 Child measures objects by their various attributes using standard and non-standard measurement. Uses differences to make comparisons.</p> <ul style="list-style-type: none"> • Measures using the same unit, such as putting together snap cubes to see how tall a book is • Compares or orders up to 5 objects based on their measurable attributes, such as height or weight |
| <p>2.4 PK.A.2 Classify objects and count the number of objects in each category.</p> <ul style="list-style-type: none"> • Classify up to 10 objects using one attribute into categories • Display the number of objects in each category • Count and compare the quantities of each category to describe which category has “more of”/ “less of” the attribute | <p>Goal P – MATH 8 Child measures objects by their various attributes using standard and non-standard measurement. Uses differences to make comparisons.</p> <ul style="list-style-type: none"> • Compares or orders up to 5 objects based on their measurable attributes, such as height or weight |

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| <p>2.1. PK.MP Use mathematical processes when measuring; representing, organizing, and understanding data.</p> <ul style="list-style-type: none"> • Engage in activities that include measuring, representing, organizing, and understanding data • Persist in activities that include measuring, representing, organizing, and understanding data (Reference AL.2.PK.C) • Problem solve in activities that include measuring, representing, organizing, and understanding data (Reference AL.4.PK.C) • When prompted, communicate thinking while engaged in activities that include measuring, representing, organizing, and understanding data • Talk and listen to peers during activities that include measuring, representing, organizing, and understanding data | |
| Scientific Thinking and Expression: Exploring, Inquiry and Discovery | |
| Standard Area 3.1 Life Science | |
| <p>ORGANIZATION FOR MATTER AND ENERGY FLOW IN ORGANISMS</p> <p>3.1 PK.A Use observations to identify and describe what plants and animals (including humans) need to survive.</p> <p><i>Core Ideas:</i> <i>There are differences between living and non-living things.</i></p> <p><i>All living things have basic needs that allow them to live and grow.</i></p> <p><i>Concepts and Competencies:</i></p> <ul style="list-style-type: none"> • Sort objects by living and non-living. • Categorize common living things into plants and animals. • State that living things need air, food, and water to survive. • Observe the effect of darkness and light on growing plants. • Tell the parts of a person, animal, or plant. • Draw a picture of a person, an animal, or a plant including most of the major observable features. • Ask questions about objects, organisms, and events. • Use the five senses and simple equipment to gather data. • Collect objects during a nature walk. • Describe observations accurately. • Compare observations with others. • Make a prediction about the result of the experiment. <p><i>Core Ideas:</i> <i>Plants and animals grow and change.</i></p> <p><i>Concepts and Competencies:</i></p> | <p>Goal P – SCI 1 Child observes and describes observable phenomena (objects, materials, organisms, and events)</p> <ul style="list-style-type: none"> • Identifies the five senses (smell, touch, sight, sound, taste) and uses them to make observations <p>Goal P – SCI 2 Child engages in scientific talk</p> <ul style="list-style-type: none"> • Uses scientific practice words or signs, such as observe, describe, compare, contrast, question, predict, experiment, reflect, cooperate, or measure <p>Goal P – SCI 3 Child compares and categorizes observable phenomena</p> <ul style="list-style-type: none"> • Categorizes by sorting observable phenomena into groups based on attributes such as appearance, weight, function, ability, texture, odor, and sound |

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| <ul style="list-style-type: none"> • Observe and document the growth of a living thing through drawings, writing, and/or photos. • Describe changes in people and animals over time (e.g., losing teeth, growing out of clothing, beans sprouting). • Care for plants and animals in the classroom. • Identify changes that occur to animals during the seasons. | |
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| Standard Area 3.2. Physical Sciences | |
| <p>STRUCTURE AND PROPERTIES OF MATTER</p> <p>3.2 PK.A Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.</p> <p><i>Core Ideas:</i> <i>Different kinds of matter exist, and matter can be described and classified by its observable properties.</i></p> <p><i>Concepts and Competencies:</i></p> <ul style="list-style-type: none"> • Recognize the different types of matter (e.g., solid, liquid, gas). • Describe objects according to size, shape, color, or properties of matter. • Collect items and sort them according to shape, color, or other attributes. • Recognize that matter takes on different shapes depending upon its type (e.g., solids have a definite shape, liquids take the shape of their container, gas lacks shape and is present everywhere). • Ask questions about objects. • Use the five senses and simple equipment to gather data. • Make a prediction about the results of the experiment. <p><i>Core Ideas:</i> <i>Matter can change depending on temperature.</i></p> <p><i>Concepts and Competencies:</i></p> <ul style="list-style-type: none"> • Point out when a change in matter occurs. • Observe differences in water (e.g., ice cube or snow melting and freezing). • Notice changes in food substances during cooking. • Experiment with changes in matter. • Experiment with changes in substances when combined. | <p>Goal P – SCI 3 Child compares and categorizes observable phenomena</p> <ul style="list-style-type: none"> • Categorizes by sorting observable phenomena into groups based on attributes such as appearance, weight, function, ability, texture, odor, and sound |

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| <p>FORCES AND MOTION</p> <p>3.2 PK.A Participate in investigations to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.</p> <p><i>Core Ideas:</i> <i>Pushing or pulling on an object can change the speed or direction of its motion and can start or stop it.</i></p> <p><i>Concepts and Competencies:</i></p> <ul style="list-style-type: none"> • Comment about the speed or direction of objects during play. • Demonstrate an understanding of fast, slow, back, forth, start and stop. • Use the five sense and simple equipment to gather data. • Experiment with objects or ideas to obtain a result. • Make predictions about an outcome (e.g., What might happen to a kite when the wind blows or slows down?). • Describe observations accurately. • Compare observations with others. • Push or pull objects with varying size, shape, and weights. <p style="text-align: center;"><i>Reference 3.5.PK.M</i></p> | <p>Goal P – SCI 2 Child engages in scientific talk</p> <ul style="list-style-type: none"> • Uses scientific practice words or signs, such as observe, describe, compare, contrast, question, predict, experiment, reflect, cooperate, or measure • Uses scientific content words when investigating and describing observable phenomena, such as parts of a plant, animal or object |
| <p>TYPES OF INTERACTIONS</p> <p>3.2 PK.B Participate in investigations to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.</p> <p><i>Core Ideas:</i> <i>Pushes and pulls can have different strengths and directions and when objects touch or collide, they push on one another and can change motion.</i></p> <p><i>Concepts and Competencies:</i></p> <ul style="list-style-type: none"> • Demonstrate an understanding of push and pull. • Participate in activities that involve changes in strength and direction in the pushing and pulling of objects and discuss the outcomes. • Make predictions about an outcome (e.g., What might happen to a car that is pushed up or down a hill?). • Describe observations accurately. • Compare observations with others. | <p>Goal P – SCI 6 Child analyzes results, draws conclusions, and communicates results</p> <ul style="list-style-type: none"> • Analyzes and interprets data and summarizes results of investigation • Draws conclusions, constructs explanations, and verbalizes cause and effect relationships • With adult support, compares results to initial prediction and offers evidence as to why they do or do not work. Generate new testable questions based on results. • Communicates results, solutions, and conclusions through a variety of methods |

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| <ul style="list-style-type: none">• Push or pull objects using varying strengths and directions. | |
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CONSERVATION OF ENERGY AND ENERGY TRANSFER

3.2 PK.C

Recognize that light from the sun has an effect on the earth’s surface.

Core Ideas:

Sunlight warms the earth’s surface.

Concepts and Competencies:

- Understand the earth’s surface could include rocks, sand, soil, water.
- Participate in investigations of the effect of the sun on the earth’s surface

Goal P – SCI 1

Child observes and describes observable phenomena (objects, materials, organisms, and events)

- Identifies the five senses (smell, touch, sight, sound, taste) and uses them to make observations
- Uses observational tools to extend the five senses, such as a magnifying glass, microscope, binoculars, or stethoscope
- Represents observable phenomena with pictures, diagrams, and 3-D models

Goal P – SCI 2

Child engages in scientific talk

- Uses scientific practice words or signs, such as observe, describe, compare, contrast, question, predict, experiment, reflect, cooperate, or measure
- Uses scientific content words when investigating and describing observable phenomena, such as parts of a plant, animal or object

Goal P – SCI 3

Child compares and categorizes observable phenomena

- Categorizes by sorting observable phenomena into groups based on attributes such as appearance, weight, function, ability, texture, odor, and sound
- Uses measurement tools, such as a ruler, balance scale, eye dropper, unit blocks, thermometer, or measuring cup to quantify similarities and differences of observable phenomena

Goal P – SCI 4

Child asks a question, gathers information, and makes predictions

- Asks questions that can be answered through an investigation
- Gathers information about a question by looking at books or discussing prior knowledge and

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| | <p>observations</p> <ul style="list-style-type: none"> • Makes predictions and brainstorms solutions based on background knowledge and experiences <p>Goal P – SCI 5 Child plans and conducts investigations and experiments</p> <ul style="list-style-type: none"> • Articulates steps to be take and lists materials needed for an investigation or experiment • Implement steps and uses materials to explore testable questions • Uses senses and simple tools to observe, gather, and record data <p>Goal P – SCI 6 Child analyzes results, draws conclusions, and communicates results</p> <ul style="list-style-type: none"> • Analyzes and interprets data and summarizes results of investigation • Draws conclusions, constructs explanations, and verbalizes cause and effect relationships • With adult support, compares results to initial prediction and offers evidence as to why they do or do not work. Generate new testable questions based on results. • Communicates results, solutions, and conclusions through a variety of methods |
| <p>3.2 PK.D Participate in simple investigations that will reduce the warming effect of sunlight.</p> <p><i>Core Ideas:</i> <i>Placing an object between the sun and the earth’s surface will reduce the warming effect of the sunlight.</i></p> <p><i>Concepts and Competencies:</i></p> <ul style="list-style-type: none"> • Comment on the impact an object has when placed between the sun and the earth’s surface (e.g., umbrellas, canopies, and tents). • Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area. <p style="text-align: center;"><i>Reference 3.5.PK.M</i></p> | <p>Goal P – SCI 5 Child plans and conducts investigations and experiments</p> <ul style="list-style-type: none"> • Articulates steps to be take and lists materials needed for an investigation or experiment • Implement steps and uses materials to explore testable questions • Uses senses and simple tools to observe, gather, and record data <p>Goal P – SCI 6 Child analyzes results, draws conclusions, and communicates results</p> <ul style="list-style-type: none"> • Analyzes and interprets data and |

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| | <p>summarizes results of investigation</p> <ul style="list-style-type: none"> • Draws conclusions, constructs explanations, and verbalizes cause and effect relationships • With adult support, compares results to initial prediction and offers evidence as to why they do or do not work. Generate new testable questions based on results. • Communicates results, solutions, and conclusions through a variety of methods |
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| Standard Area 3.3 Earth and Space Science | |
| <p>WEATHER AND CLIMATE</p> <p>3.3 PK.A Identify seasons that correspond with observable conditions and identify how weather affects daily life.</p> <p><i>Core Ideas:</i> <i>Seasons correspond with observable conditions and weather affects daily life.</i></p> <p><i>Concepts and Competencies:</i></p> <ul style="list-style-type: none"> • Name the four seasons and an observable condition for that season (e.g., falling leaves, snow, rain, buds on trees, or green grass). • Match types of clothing or activities to seasonal weather conditions (e.g., we use an umbrella when it is raining; we wear coats, hats, scarves, and mittens when it’s cold outside). • Use a thermometer as a tool for measuring temperature. • Talk about current weather events that affect the community. | <p>Goal P – SCI 1 Child observes and describes observable phenomena (objects, materials, organisms, and events)</p> <ul style="list-style-type: none"> • Identifies the five senses (smell, touch, sight, sound, taste) and uses them to make observations • Uses observational tools to extend the five senses, such as a magnifying glass, microscope, binoculars, or stethoscope • Represents observable phenomena with pictures, diagrams, and 3-D models <p>Goal P – SCI 2 Child engages in scientific talk</p> <ul style="list-style-type: none"> • Uses scientific practice words or signs, such as observe, describe, compare, contrast, question, predict, experiment, reflect, |
| Standard Area 3.4 Environmental Literacy and Sustainability | |

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| <p>AGRICULTURAL AND ENVIRONMENTAL SYSTEMS AND RESOURCES</p> <p>3.4 PK.A</p> <p>Identify natural resources available to people in their daily lives.</p> <p><i>Core Ideas:</i> <i>Living things, including humans, need water, air, and resources from the land; and they live in places that have the things they need.</i></p> <p><i>Concepts and Competencies:</i></p> <ul style="list-style-type: none"> • State that living things need air, food, and water to survive. • Understand that the things we use can be made from things found in the environment. • Match simple items used by people to its natural resource (e.g., milk to cow, wood for building to tree, wool to sheep). • Understand that natural resources are materials that come from the environment and are used by people. • Discuss and use natural items collected from the immediate environment. • Label human needs as air, food, water, shelter, clothing. | <p>Goal P – SCI 2</p> <p>Child engages in scientific talk</p> <ul style="list-style-type: none"> • Uses scientific practice words or signs, such as observe, describe, compare, contrast, question, predict, experiment, reflect, cooperate, or measure • Uses scientific content words when investigating and describing observable phenomena, such as parts of a plant, animal or object |
| <p>SUSTAINABILITY AND STEWARDSHIP</p> <p>3.4 PK.D</p> <p>Engage in activities that reduce the impact of humans on the local environment.</p> <p><i>Core Ideas:</i> <i>Things people do impact the world around them. People can make choices that reduce those impacts.</i></p> <p><i>Concepts and Competencies:</i></p> <ul style="list-style-type: none"> • Identify how litter can have a negative impact on the environment. • Participate in experiments that show how litter can impact the environment. • Identify ways that litter should be handled. • Sort waste into those things that can be recycled and those things that cannot. • Practice recycling as part of classroom routine. | <p>Goal P – SCI 1</p> <p>Child observes and describes observable phenomena (objects, materials, organisms, and events)</p> <ul style="list-style-type: none"> • Identifies the five senses (smell, touch, sight, sound, taste) and uses them to make observations • Uses observational tools to extend the five senses, such as a magnifying glass, microscope, binoculars, or stethoscope • Represents observable phenomena with pictures, diagrams, and 3-D models |

Standard Area 3.5 Technology and Engineering

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| <p>APPLYING, MAINTAINING, AND ASSESSING TECHNOLOGICAL PRODUCTS AND SYSTEMS</p> <p>3.5 PK.A Identify and use everyday symbols.</p> <p><i>Core Ideas:</i> <i>Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem’s solutions.</i></p> <p><i>Concepts and Competencies:</i></p> <ul style="list-style-type: none"> • Label symbols including road signs, symbols for persons with disabilities, and icons on a screen. • Use symbols to represent or communicate an idea or a solution to a problem. | <p>Goal P – SCI 2 Child engages in scientific talk</p> <ul style="list-style-type: none"> • Uses scientific practice words or signs, such as observe, describe, compare, contrast, question, predict, experiment, reflect, cooperate, or measure • Uses scientific content words when investigating and describing observable phenomena, such as parts of a plant, animal or object |
| <p>3.5 PK.C Identify various technologies used in everyday life.</p> <p><i>Core Ideas:</i> <i>Technology impacts daily living and can be used as a tool for understanding the world and communicating with others.</i></p> <p><i>Concepts and Competencies:</i></p> <ul style="list-style-type: none"> • Label technology with appropriate vocabulary when using or shown (e.g., telephone, cell phone, computer, TV, camera, tablet, e-reader, Smart board). • Discuss personal experiences with technology. | <p>Goal P – SCI 2 Child engages in scientific talk</p> <ul style="list-style-type: none"> • Uses scientific practice words or signs, such as observe, describe, compare, contrast, question, predict, experiment, reflect, cooperate, or measure • Uses scientific content words when investigating and describing observable phenomena, such as parts of a plant, animal or object |
| <p>3.5 PK.E Explain the helpful and harmful effects of technology.</p> <p><i>Core Ideas:</i> <i>Use of technology impacts humans and the environment.</i></p> <p><i>Concepts and Competencies:</i></p> <ul style="list-style-type: none"> • Label technology with appropriate vocabulary when using or shown (e.g., telephone, cell phone, computer, TV, camera, tablet, e-reader, Smart board). • Discuss personal experiences with technology. • Identify how technology affects daily lives. • Describe different types of technology. • Discuss how technology use could be helpful or harmful. | <p>Goal P – SCI 2 Child engages in scientific talk</p> <ul style="list-style-type: none"> • Uses scientific practice words or signs, such as observe, describe, compare, contrast, question, predict, experiment, reflect, cooperate, or measure • Uses scientific content words when investigating and describing observable phenomena, such as parts of a plant, animal or object |
| <p>3.5 PK.K Safely use tools to complete tasks.</p> <p><i>Core Ideas:</i> <i>Tools can be used to accomplish a task.</i></p> <p><i>Tools are anything used to extend human capability also referred to as technology.</i></p> | <p>Goal P – SCI 2 Child engages in scientific talk</p> <ul style="list-style-type: none"> • Uses scientific practice words or signs, such as observe, describe, compare, contrast, question, predict, experiment, reflect, cooperate, or measure • Uses scientific content words |

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| <p><i>Concepts and Competencies:</i></p> <ul style="list-style-type: none"> • Identify different tools. • Use tools for intended purpose. • Discuss the ways in which tools can be used safely. • Follow established rules (e.g., time limit, handling with care, putting away) when using tools. • Choose tools that are appropriate for an identified task. | <p>when investigating and describing observable phenomena, such as parts of a plant, animal or object</p> |
| <p>DESIGN AND DESIGN THINKING IN TECHNOLOGY AND ENGINEERING EDUCATION</p> | |
| <p>3.5 PK.M Demonstrate essential skills of the engineering design process.</p> <p><i>Core Ideas:</i> <i>The Engineering Design Process has steps that should be followed.</i></p> <p><i>Concepts and Competencies:</i></p> <ul style="list-style-type: none"> • Identify the steps of the engineering design process (Ask, Imagine, Plan, Create, Improve). • Participate in activities that use the steps of the engineering design process. <ul style="list-style-type: none"> ◦ Ask – Define the problem. ◦ Imagine – Brainstorm possible solutions. ◦ Plan – Research ideas and explore possibilities. Establish criteria and constraints. Consider alternative solutions and select an approach. ◦ Create – Develop a design proposal. Make or model a prototype. Test and evaluate. • ◦ Improve – Refine the design, create the solution, communicate the results. | <p>Goal P – SCI 2 Child engages in scientific talk</p> <ul style="list-style-type: none"> • Uses scientific practice words or signs, such as observe, describe, compare, contrast, question, predict, experiment, reflect, cooperate, or measure • Uses scientific content words when investigating and describing observable phenomena, such as parts of a plant, animal or object |
| <p>3.5 PK.N Participate in simple investigations to determine how things work.</p> <p><i>Core Ideas:</i> <i>Asking questions, listening, discussing, and testing predictions assist in understanding how things work.</i></p> <p><i>Concepts and Competencies:</i></p> <ul style="list-style-type: none"> • Engage is listening, questioning, and discussing. • Ask questions about how things work. • Observe and discuss how things work. • Take things apart and put them back together. | <p>Goal P – SCI 2 Child engages in scientific talk</p> <ul style="list-style-type: none"> • Uses scientific practice words or signs, such as observe, describe, compare, contrast, question, predict, experiment, reflect, cooperate, or measure • Uses scientific content words when investigating and describing observable phenomena, such as parts of a plant, animal or object |
| <p>3.5 PK.S Apply design concepts, principles, and processes through play and exploration.</p> <p><i>Core Ideas:</i> <i>There is always more than one possible solution to a problem. Play and exploration are important in testing multiple solutions.</i></p> <p><i>Concepts and Competencies:</i> Reference AL1.PK.A, AL2.PK.C, AL3.PK.B, AL3.PK.C, AL4.PK.C.</p> | <p>Goal P – SCI 2 Child engages in scientific talk</p> <ul style="list-style-type: none"> • Uses scientific practice words or signs, such as observe, describe, compare, contrast, question, predict, experiment, reflect, cooperate, or measure • Uses scientific content words when investigating and |

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| | describing observable phenomena, such as parts of a plant, animal or object |
| <p>INTEGRATION OF KNOWLEDGE, TECHNOLOGIES, AND PRACTICES</p> <p>3.5 PK.X Develop a plan in order to complete a task.</p> <p><i>Core Ideas:</i> Tasks can be broken into steps and completed one at a time.</p> <p><i>Concepts and Competencies:</i> Reference AL2.PK.B</p> | <p>Goal P – SCI 2 Child engages in scientific talk</p> <ul style="list-style-type: none"> • Uses scientific practice words or signs, such as observe, describe, compare, contrast, question, predict, experiment, reflect, cooperate, or measure • Uses scientific content words when investigating and describing observable phenomena, such as parts of a plant, animal or object |
| <p>NATURE AND CHARACTERISTICS OF TECHNOLOGY AND ENGINEERING</p> <p>3.5 PK.CC Discuss the roles of scientists, engineers, technologists, and others who work with technology</p> <p><i>Core Ideas:</i> There are many careers that use technology</p> <p><i>Concepts and Competencies:</i></p> <ul style="list-style-type: none"> • Act out roles’ scientists, engineers, technologists, and others who work with technology. • Examine and explore different careers and discuss the similarities and differences in the way that those careers use technology. | <p>Goal P – SCI 2 Child engages in scientific talk</p> <ul style="list-style-type: none"> • Uses scientific practice words or signs, such as observe, describe, compare, contrast, question, predict, experiment, reflect, cooperate, or measure • Uses scientific content words when investigating and describing observable phenomena, such as parts of a plant, animal or object |
| Social Studies Thinking: Connecting to Communities | |
| 5. Civics and Government (7) | |
| Standard Area 5.1 Principles and Documents of Government (2) | |
| <p>Rule of Law 5.1 .PK.A State rules and their consequences.</p> <ul style="list-style-type: none"> • Describe classroom rules • Explain a consequence for breaking a classroom rule | <p>Goal P – ATL 2 Child follows classroom rules and routines with increasing independence</p> <ul style="list-style-type: none"> • Demonstrates awareness of classroom rules when asked and is able to follow these rules most of the time • Follows most classroom routines, such as putting away backpack when entering the room or sitting on the rug after outside time |

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| <p>Symbols 5.1.PK.F Identify basic American symbols (e.g., American Flag).</p> <ul style="list-style-type: none"> • Discuss images, pictures or items that are symbols of America • Identify the American Flag • Replicate the American Flag using art materials | |
| Standard Area 5.2 Rights and Responsibilities of Citizenship (3) | |
| <p>Civic Rights and Responsibilities 5.2.PK.A Identify self-membership of a group such as the class or family.</p> <ul style="list-style-type: none"> • Display awareness of role as member of a group • Participate in group decision-making • Participate in classroom and family responsibilities • Talk about responsibilities at home • Work cooperatively with other children to achieve an outcome | <p>Goal P – SE 11 Child has sense of belonging to family, community, and other groups</p> <ul style="list-style-type: none"> • Identifies self as being a part of different groups, such as family, community, culture, faith, or preschool • Relates personal stories about being part of different groups |
| <p>Conflict and Resolution 5.2.PK.B Identify a problem and discuss possible solutions with adult assistance. <i>*see also 16.2. PK.D</i></p> <ul style="list-style-type: none"> • Identify one or two solutions to a problem • Attempt to solve a conflict with a peer • Work with a peer to develop a solution to a problem (e.g. ways | <p>Goal P – ATL 1 Child manages emotions with increasing independence</p> <ul style="list-style-type: none"> • Looks for adult assistance when emotions are most intense • Uses a range of coping strategies to manage emotions with the |
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| <p>to share the play dough when there isn't enough)</p> <ul style="list-style-type: none"> • Suggest simple solutions to conflict which are most often based upon own needs and desires | <p>support of an adult, such as using words or taking deep breaths</p> <p>Goal P – ATL 4 Child manages actions, words, and behavior with increasing independence</p> <ul style="list-style-type: none"> • Refrains from aggressive behavior toward others • Begins to understand the consequences of behavior, such as hitting leads to an adult giving you quiet time. Can describe the effects their behavior may have on others, such as noticing that another child feels sad when you hit him |
| <p>Leadership and Public Service 5.2.PK.C Emerging to: Identify classroom projects/activities that support leadership and service.</p> <ul style="list-style-type: none"> • Show interest in leadership opportunities • Choose a leader for a classroom project • Ask to be the line leader • Request to help teacher | |

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| Standard Area 5.3 How Government Works (2) | |
| <p>Government Services 5.3.PK.C</p> <p>Identify community workers through their uniforms and equipment.</p> <ul style="list-style-type: none"> • Match descriptions of people’s work in a community with picture illustrating the job • Act out roles of community workers in dramatic play • Relay personal experiences to describe the work that community workers do | |
| <p>Conflict and the Court System 5.3.PK.F</p> <p>Identify appropriate behaviors for responsible classroom citizens.</p> <ul style="list-style-type: none"> • Use inside voices while indoors and outside voices when outdoors • Cooperate in both large and small group activities that are facilitated by adult • Follow rules and routines in classroom • Respond with empathy to others who are upset • Recognize when someone needs help and offer assistance • Respect another’s attempts to complete tasks independently | <p>Goal P – ATL 2 Child follows classroom rules and routines with increasing independence</p> <ul style="list-style-type: none"> • Demonstrates awareness of classroom rules when asked and is able to follow these rules most of the time • Follows most classroom routines, such as putting away backpack when entering the room or sitting on the rug after outside time |
| 6. Economics (8) | |
| Standard Area 6.1 Scarcity and Choice (3) | |

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| <p>Scarcity and Choice 6.1.PK.A</p> <p>Emerging to: Identify how scarcity influences choice.</p> <ul style="list-style-type: none"> • Understand that some resources are limited • Notice when materials are running low (e.g. we need more paper in the art area) • Offer to share materials when materials are scarce (e.g. one shovel in sensory table) • Show preference for one material/center, but choose a different material/center when materials are scarce or center is full | |
| <p>Limited 6.1.PK.B</p> <p>Emerging to: Identify family wants and needs.</p> <ul style="list-style-type: none"> • Identify what people need to survive • Demonstrates awareness of one’s own preferences • Identify personal wants | |

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| <p>Incentives and Choice 6.1.PK.D Identify a choice based on individual interest.</p> <ul style="list-style-type: none"> • Make a choice and explain the reason for the choice • Provide a reason for choosing to play in a particular center that shows interest in specific materials or people | <p>Goal P-ATL 10 Child demonstrates initiative and independence</p> <ul style="list-style-type: none"> • Makes choices and communicates these to adults and other children • Independently identifies and seeks things to complete activities or tasks, such as gathering art supplies to make a mask or gathering cards to play a matching activity |
| <p>Standard Area 6.2 Market and Economic Systems (2)</p> | |
| <p>Advertising and Media 6.2.PK.C Emerging to: Identify advertisements that encourage us to buy things.</p> <ul style="list-style-type: none"> • Recognize logos (environmental print) from local businesses • Discuss advertisements (e.g. radio, print, TV) | |
| <p>Price Determination 6.2.PK.D Explain how money is used.</p> <ul style="list-style-type: none"> • Identify that money is used to buy things • State that money can be saved • Use pretend money while engaging in dramatic play activities • Practice exchanging play money for goods | |
| <p>Standard 6.3 Functions of Government (1)</p> | |
| <p>Government's Role in International Trade 6.3.PK.D Identify products produced locally.</p> | |
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| <ul style="list-style-type: none"> • Name items that come from farms, factories, and/or businesses within the community • Talk about products that can be found around their home | |
| <p>Standard Area 6.5 Income, Profit and Wealth (2)</p> | |
| <p>Factors Influencing Wages 6.5.PK.A Differentiate between work and play.</p> <ul style="list-style-type: none"> • Respond that adults work to earn money • Relate that work involves performing an activity that is chosen and directed by someone else, and has a specific goal • Relate that play is a self-selected activity that may or may not have a specific purpose | |

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| Types of Businesses 6.5.PK.C Identify local businesses. <ul style="list-style-type: none"> • Participate in role play that is related to a local business (e.g. pet store, hair salon, restaurant) • Describe where customers go to acquire specific goods or services (e.g. food purchased at grocery store, hammer and nails purchased at hardware store) | |
| 7. Geography (3) | |
| Standard Area 7.1 Basic Geographic Literacy (2) | |
| Geographic Tools 7.1.PK.A Explain how a map is a representation of places. <ul style="list-style-type: none"> • Use a simple map • Use available materials (e.g. blocks) to represent buildings, roads or houses • Include representations of roads, bodies of water and buildings in play • Discuss tools used to locate places • Use the term “map” | |
| Location of Places and Regions 7.1.PK.B Emerging to: Describe the location of places in the home, school, and community to gain an understanding of relative location <ul style="list-style-type: none"> • Describe the location of items/areas in the classroom and at home • Use directionality, size and position (e.g. left, right, first, last, little, big, top, bottom) to describe location • Place pictures of common household items in the proper rooms of a floor plan • Listen to directions and retrieve items | |
| Standard Area 7.2 Physical Characteristics of Places and Regions (1) | |
| Physical Characteristics | |

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| 7.2. PK. A Describe the characteristics of home and frequently visited locations to gain an understanding of physical features. <ul style="list-style-type: none"> • Describe simple characteristics of home (e.g. type of dwelling, where located, what surrounds it) • Identify familiar places in the neighborhood • Describe simple characteristics of business or community structures (e.g. type of dwelling, where located, what surrounds it) | |
| 8. History (2) | |
| Standard Area 8.1 Historical Analysis and Skills Development (2) | |

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| <p>Continuity and Change Over Time 8.1.PK.A Identify a sequence of events through a day.</p> <ul style="list-style-type: none"> • Demonstrate an understanding of past, present, and future (e.g. today is ___, yesterday was ___ and tomorrow will be ___, recall information from the immediate past, sequence pictures of self from birth to present) • Describe the daily routine (e.g., what happens first, before lunch, after lunch, at end of day) • Show anticipation for regularly scheduled events • Use words to describe time (e.g. yesterday, today, tomorrow, o'clock) | <p>Goal P – ATL 8 Child holds information in mind and manipulates it to perform tasks</p> <ul style="list-style-type: none"> • Accurately recounts recent experiences in the correct order and includes relevant detail |
| <p>Research 8.1.PK.C Understand that information comes from many sources such as books, computers, and newspapers.</p> <ul style="list-style-type: none"> • Label types of media and what information can be gained (e.g. recipes from a cookbook, prices from an advertisement) • Locate information on identified topics using media (e.g. music, books, maps, TV programming, newspapers, magazines, movies, Internet, applications, advertising) | |
| <p>Creative Thinking and Expression: Communicating through the Arts (14)</p> | |
| <p>Standard Area 9.1.M Production and Performance: Music and Movement (4)</p> | |
| <p>Elements and Principles 9.1.M.PK.A Know and use basic elements and principles of music and movement.</p> <ul style="list-style-type: none"> • Practice rhythms in different forms of music and dance • Explore rhythm instruments • Use rhythm instruments as intended • Participate in teacher-guided music and movement activities | |
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| <ul style="list-style-type: none"> • Participate in group movement activities demonstrating an awareness of shared space • Demonstrate an understanding of “fast,” “slow,” “loud,” and “soft.” | |

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| <p>Demonstration 9.1.M.PK.B Respond to different types of music and dance through participation and discussion.</p> <ul style="list-style-type: none"> • Participate in teacher-guided music and movement activities • Sing familiar songs, chants, and finger plays • Dance to different types of music • Discuss music and movement experiences | |
| <p>Representation 9.1.M.PK.E Use imagination and creativity to express self through music and dance.</p> <ul style="list-style-type: none"> • Initiate music and movement activities • Select music and movement area during free choice • Improvise songs and rhythmic patterns • Change words or tune of familiar songs to make new songs • Use body to represent form in space, finger plays, or stories | <p>Goal P – ATL 13 Child uses imagination in play and interactions with others</p> <ul style="list-style-type: none"> • Uses imagination with materials to create stories or works of art |
| <p>Technologies 9.1.M.PK.J Use a variety of technologies for producing or performing works of art.</p> <ul style="list-style-type: none"> • Explore musical instruments • Use instruments to accompany music • Use instruments as intended • Use age appropriate digital media applications to create music • Use a variety of props to enhance movement activities (e.g. scarves, bean bags, ribbons) • Use recording devices (e.g. voice recorder, video recorder) to capture music and/or movement performances | |
| <p>Standard Area 9.1.D Production and Performance: Dramatic and Performance Play (2)</p> | |
| <p>Demonstrations 9.1.D.PK.B Recreate a dramatic play experience for an audience.</p> <ul style="list-style-type: none"> • Create various voice inflections and facial expressions in play • Change voice inflections when recreating various characters • Direct peers or follow peers’ instructions about dramatic play schemes • Act out stories with guidance of the adult | |
| <p>Representation 9.1.D.PKE Use imagination and creativity to express self through dramatic play.</p> | <p>Goal P – ATL 13 Child uses imagination in play and interactions with others</p> |
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| <ul style="list-style-type: none"> • Use nonconforming objects to create representations of real life objects or activities • Represent fantasy and real-life experiences through pretend play • Imitate roles of people, animals, or objects observed in life experiences • Use props and costumes during dramatic play • Create props from available materials | <ul style="list-style-type: none"> • Engages in social and pretend play • Uses imagination with materials to create stories or works of art • Uses objects or materials to represent something else during play, such as using a paper plate or Frisbee as a steering wheel |
| Standard Area 9.1.V Production and Performance: Visual Arts (4) | |
| <p>Elements and Principles 9.1.V.PK.A</p> <p>Know and use basic elements of visual arts.</p> <ul style="list-style-type: none"> • Participate in teacher-guided visual arts activities • Choose art center during free choice • Demonstrate an understanding of “color,” “shape,” and “line” • Create a picture using different colors, varying the intensity of strokes and combining colors | |
| <p>Demonstration 9.1.V.PK.B</p> <p>Combine a variety of materials to create a work of art.</p> <ul style="list-style-type: none"> • Participate in teacher-guided visual arts activities • Choose art center during free choice • Use a variety of materials (e.g. chalk, paint, crayons, pencils, markers, wood, play dough) • Draw to explore and extend themes in the classroom | <p>Goal P – ATL 13 Child uses imagination in play and interactions with others</p> <ul style="list-style-type: none"> • Uses imagination with materials to create stories or works of art |
| <p>Representation 9.1.V.PK.E</p> <p>Use imagination and creativity to express self through visual arts.</p> <ul style="list-style-type: none"> • Participate in teacher-guided visual arts activities • Choose art center during free choice • Draw self-portrait • Create a work of art to represent a real or imagined object, animal, or person • Use a growing number of details and make more realistic representations • Choose different art materials to represent different types of thoughts or feelings | <p>Goal P – ATL 13 Child uses imagination in play and interactions with others</p> <ul style="list-style-type: none"> • Uses imagination with materials to create stories or works of art |
| <p>Technologies 9.1.V.PK.J</p> <p>Use a variety of technologies for producing works of art.</p> <ul style="list-style-type: none"> • Explore a variety of art materials and tools • Participate in teacher-guided visual arts activities • Choose art center during free choice • Use art materials and tools as intended • Manipulate materials in a variety of ways (e.g. pounding, squeeze, cutting, rolling) • Use age appropriate digital media applications to create works of | |
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| <p>art</p> <ul style="list-style-type: none"> Use recording devices (e.g. digital camera, video recorder) to capture works in progress and finished works of art | |
| <p>Standard Area 9.2 Historical and Cultural Context of Works in the Arts (1)</p> | |
| <p>Perspective 9.2. PK.D Explain that instruments or art forms represent cultural perspectives.</p> <ul style="list-style-type: none"> Explore instruments from different cultures Participate in discussions about where various instruments and art forms originate Identify cultures represented by various art forms | |
| <p>Standard Area 9.3 Critical Response to Works of Art (2)</p> | |
| <p>Identification 9.3. PK.F Recognize and name a variety of art forms.</p> <ul style="list-style-type: none"> Identify a photo, painting, drawing, dance, and songs | |
| <p>Critical Response 9.3.PK.G Formulate and share an opinion about others’ art products.</p> <ul style="list-style-type: none"> Observe, applaud or comment on the works of others Share an opinion about art work when asked, “What do you think this is about?” | |
| <p>Standard Area 9.4 Aesthetic response to Works in the Arts (1)</p> | |
| <p>Emotional Response 9.4.PK.B Demonstrate an emotional response to viewing or creating various art works.</p> <ul style="list-style-type: none"> Respond through body language, facial expression or oral language Respond through humming, swaying, tapping foot to others’ work Respond at appropriate times (laugh, sigh) at others’ performance | |
| <p>Health and Wellness and Physical Development: Learning About My Body (13)</p> | |
| <p>Standard Area 10.1 Concepts of Health (4)</p> | |
| <p>Interaction of Body Systems 10.1.PK.B Identify and locate body parts.</p> <ul style="list-style-type: none"> Participate in body identification games and songs (e.g. Hokey Pokey) Point to specific body parts when asked Draw pictures that include some body parts Participate in discussions about the functions of specific body | <p>Goal P – PMP 2 Child uses perceptual information to guide motions and interactions with objects and other people</p> <ul style="list-style-type: none"> Demonstrates awareness of own body and other people’s space during interactions |
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| <p>Nutrition 10.1. PK. C Identify foods that keep our body healthy.</p> <ul style="list-style-type: none"> • Identify healthy and non-healthy foods • Classify foods by their food groups (e.g. fruits, vegetables, dairy) • Make healthy food choices | <p>Goal P – PMP 5 Child develops knowledge and skills that help promote nutritious food choices and healthy eating habits self-care skills</p> <ul style="list-style-type: none"> * Identifies a variety of healthy and unhealthy food * Demonstrates basic understanding that eating a variety of foods helps the body grow and be healthy |
| <p>Alcohol, Tobacco and Chemical Substances 10.1.PK.D Identify and discuss the purposes of medicine.</p> <ul style="list-style-type: none"> • Identify that medicine can be used to stay healthy • Discuss times when medicine may be needed • Discuss safety practices related to proper medicine use | |
| <p>Health Problems and Disease Prevention 10.1.PK.E Identify and discuss common health problems.</p> <ul style="list-style-type: none"> • Participate in discussions about infectious (e.g. colds, flu, chicken pox, pink eye) and non-infectious illnesses (e.g. asthma, allergies) • Discuss the concept of “germs” • Participate in activities that exemplify the spread of germs | |
| Standard Area 10.2 Healthful Living (2) | |
| <p>Health Practices, Products and Services 10.2.PK.A Identify fundamental practices for good health.</p> <ul style="list-style-type: none"> • Practice basic hygiene routines with adult reminders (e.g. hand washing, tooth brushing, cover nose and mouth when sneezing) • Explain that we need to eat well, get rest and exercise to stay healthy • Identify people that help keep us healthy (e.g. doctor, nurse or dentist, gym teacher) • Identify specific practices that support body development and function (e.g., exercise, good nutrition, rest) | <p>Goal P – PMP 4 Child demonstrates personal hygiene and self-care skills</p> <ul style="list-style-type: none"> • Washes hands with soap and water. Knows to do this before eating, after using the bathroom, or after blowing nose • Demonstrates increasing ability to take responsibility for participating in personal self-care skills, such as brushing teeth or getting dressed |
| <p>Health and the Environment 10.2.PK.E Identify environmental factors that affect health.</p> <ul style="list-style-type: none"> • Discuss plants, insects and animals that could be harmful; share personal experiences when relevant • Identify harmful substances • Discuss how we protect our bodies in different seasons (e.g. use sunscreen in summer, wear warm clothing in winter) | |
| Standard Area 10.3 Safety and Injury Prevention (2) | |
| <p>Safe and Unsafe Practices</p> | <p>Goal P – PMP 6</p> |

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| <p>10.3.PK.A Recognize safe and unsafe practices</p> <ul style="list-style-type: none"> • Identify and follow basic safety rules (e.g. on playground, in classroom, on field trip, crossing street) • Identify the consequence of an unsafe behavior • Identify and avoid unsafe practices (e.g. playing with matches, talking to strangers) • Explain how community helpers (e.g. firefighter, police officer) can keep us safe | <p>Child demonstrates knowledge of personal safety practices and routines</p> <ul style="list-style-type: none"> • Identifies, avoids, and alerts others to danger, such as keeping a safe distance from swings • Identifies and follows basic safety rules with adult guidance and support, such as transportation and street safety practices |
| <p>Emergency Responses 10.3.PK.B Recognize emergency situations and discuss appropriate responses.</p> <ul style="list-style-type: none"> • Identify procedures for a variety of emergencies (fire, tornado, intruder, medical emergency) • Participate in discussions that differentiate between emergencies and non-emergencies • Practice emergency procedures | |
| Standard Area 10.4 Physical Activity: Gross Motor Coordination (2) | |
| <p>Control and Coordination 10.4.PK.A Demonstrate coordination of body movements in active play.</p> <ul style="list-style-type: none"> • Combine large motor movements with the use of equipment (e.g. ride a tricycle, using feet to pedal, catch a ball, throw a bean bag or ball overhand with aim, kick a ball) • Move and stop with control • Use outdoor gross motor equipment • Run with control and direction • Engage in gross motor games (e.g. Hokey Pokey, London Bridge, Simon Says) • Perform a variety of movement alongside and with a partner | <p>Goal P – PMP 1 Child demonstrates control, strength, and coordination of large muscles</p> <ul style="list-style-type: none"> • Performs activities that combine and coordinate large muscle movements, including swinging on a swing, climbing a ladder, or dancing to music • Demonstrates strength and stamina that allow for participation in a range of physical activities, such as running around playing tag |
| <p>Balance and Strength 10.4.PK.B Exhibit balance while moving on the ground or using equipment.</p> <ul style="list-style-type: none"> • Engage in large motor activities that require strength and balance (e.g. marching, hopping, running, jumping, dancing, walking tip toe) • Walk on a balance beam • Climb stairs using alternating feet • Participate in an obstacle course going through tunnels, over or under equipment | <p>Goal P – PMP 1 Child demonstrates control, strength, and coordination of large muscles</p> <ul style="list-style-type: none"> • Demonstrates balance in large-muscle movement, such as walking on a log without falling or balancing on one leg |
| Standard Area 10.5 Concepts, Principles and Strategies of Movement: Fine Motor Development (3) | |
| <p>Strength Coordination and Muscle 10.5.PK.A Use hands, fingers and wrists to manipulate objects.</p> | <p>Goal P – PMP 3 Child demonstrates increasing control, strength, and coordination of small</p> |

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| <ul style="list-style-type: none"> Practice manual self-help skills (e.g. zipping, snapping, buttoning) Practice using scissors Use tongs or tweezers to pick up objects Manipulate smaller objects (e.g. pegs into a pegboard, puzzle pieces, stringing beads) | <p>muscles</p> <ul style="list-style-type: none"> Uses pincer grip to hold and manipulate tools for writing, drawing, and painting Uses coordinated movements to complete complex tasks, such as cutting along a line, pouring, or buttoning |
| <p>Eye/Hand Coordination 10.5.PK.B</p> <p>Coordinate eye and hand movements to perform a task.</p> <ul style="list-style-type: none"> Act out finger plays with hands and fingers Use scissors to cut on a straight line Complete self-help skills such as zip, snap or button Manipulate smaller objects (e.g. pegs into a pegboard, puzzle pieces, stringing beads) Use tools to pour (e.g. funnels, basters, and pitchers) | <p>Goal P – PMP 3 Child demonstrates increasing control, strength, and coordination of small muscles</p> <ul style="list-style-type: none"> Easily coordinates hand and eye movements to carry out tasks, such as working on puzzles or stringing beads together |
| <p>Use of Tools 10.5.PK.C</p> <p>Use tools that require use of fingers, hands, and/or wrists to accomplish a task.</p> <ul style="list-style-type: none"> Use writing and drawing implements with functional grasp (pincer grasp) Use a variety of art tools (e.g. glue sticks, paint brushes, scissors) for a specific purpose Use tools (e.g. broom, dust pan brush, gardening tools) to complete classroom jobs Use utensils for eating appropriately Use cup or glass for drinking | <p>Goal P – PMP 3 Child demonstrates increasing control, strength, and coordination of small muscles</p> <ul style="list-style-type: none"> Uses pincer grip to hold and manipulate tools for writing, drawing, and painting Uses coordinated movements to complete complex tasks, such as cutting along a line, pouring, or buttoning |
| Social and Emotional Development (12) | |
| Standard Area 16.1 Self-Awareness and Self- Management (4) | |
| <p>Manages Emotions and Behaviors 16.1.PK.A</p> <p>Distinguish between emotions and identify socially accepted ways to express them.</p> <ul style="list-style-type: none"> Recognize and label basic feelings Express feelings that are appropriate to the situation Express feelings verbally or through play and artistic representation Name a range of feelings (e.g. excited, scared, angry, surprised) Control negative responses by expressing them in appropriate ways (e.g. talking with a peer or telling a teacher) | <p>Goal – P-ATL 1 Child manages emotions with increasing independence</p> <ul style="list-style-type: none"> Expresses emotions in ways that are appropriate to the situation |
| <p>Influences of Personal Traits on Life 16.1.PK.B</p> <p>Recognize that everyone has personal traits which guide behavior and choices.</p> | <p>Goal P-ATL 10 Child demonstrates initiative and independence</p> <ul style="list-style-type: none"> Makes choices and communicates |

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| <ul style="list-style-type: none"> • Demonstrate awareness of self and one’s own preferences • Know and state independent thoughts and feelings • Show pride in own accomplishments • Demonstrate confidence in own abilities (e.g. “I can kick that ball really far”) • Choose materials and activities based on preferences and personal interests | <p>these to adults and other children</p> <ul style="list-style-type: none"> • Independently identifies and seeks things to complete activities or tasks, such as gathering art supplies to make a mask or gathering cards to play a matching activity |
| <p>Resiliency 16.1.PK.C</p> <p>Recognize that everyone makes mistakes and that using positive coping skills can result in learning from the experience.</p> <ul style="list-style-type: none"> • Stay calm when something does not go the way intended • Strive to correct mistakes • Move forward with a second attempt at something after the first attempt was unsuccessful • Ask for help with a task after an unsuccessful attempt | <p>Goal P – SE 8 Child manages emotions with increasing independence</p> <ul style="list-style-type: none"> • Use a range of coping strategies to manage emotions with the support of an adult, such as using words or taking deep breaths |
| <p>Goal Setting 16.1.PK.D</p> <p>Establish goals independently and recognize their influence on choices.</p> <ul style="list-style-type: none"> • Set and discuss goals for play and activities when asked | |
| Standard 16.2 Establishing and Maintaining Relationships (5) | |
| <p>Relationships 16.2.PK.A</p> <p>Interact with peers and adults in a socially acceptable manner.</p> <ul style="list-style-type: none"> • Engage in reciprocal conversation with familiar peer and adult • Respond to familiar adult’s questions and directions • Demonstrate appropriate affection for familiar adults and peers • Seek out companionship from another child • Use words denoting friendship • Ask a child to play (e.g. “Do you want to make a block house with me?”) • Play cooperatively with a few peers for a sustained period of time • Respond with empathy to others who are upset • Share and take turns • Respect feelings and belongings of others | <p>Goal P – SE 1 Child engages in and maintains positive relationships and interactions with adults</p> <ul style="list-style-type: none"> • Shows affection and preference for adults who interact with them on a regular basis <p>Goal P – SE 3 Child engages in and maintains positive interactions and relationships with other children</p> <ul style="list-style-type: none"> • Takes turns in conversations and interactions with other children • Develop friendships with one or two preferred other children |
| <p>Diversity 16.2. PK.B</p> <p>Identify similarities and differences between self and others.</p> <ul style="list-style-type: none"> • Understand that each person has a set of unique characteristics • Make drawings of people, including self-portraits, depicting body parts, clothing, and other physical characteristics • Label personal characteristics • Discuss the similarities and differences between self and others • Understand that family structures may differ from one family to | <p>Goal P – SE 9 Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests</p> <ul style="list-style-type: none"> • Describe a larger range of individual characteristics and interests and communicates how these are similar or different from those of other people |

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| <p>another</p> <ul style="list-style-type: none"> • Understand that the thoughts and feelings of others may differ from own • Demonstrate respect for children’s differences, including differences in thoughts and feelings | |
| <p>Communication 16.2.PK.C</p> <p>Engage in reciprocal communication with adults and peers.</p> <ul style="list-style-type: none"> • Communicate using detail related to topic being discussed including topics of personal interest, and special events • Pose questions related to topic being discussed • Respond to questions posed by adults and peers • Allow wait time before responding • Engage in turn taking | <p>Goal P – LC 4 Child understands, follows, and uses appropriate social and conversational rules</p> <ul style="list-style-type: none"> • Maintains multi-turn conversations with adults, other children, and within larger groups by responding in increasingly sophisticated ways, such as asking related questions or expressing agreement |
| <p>Managing Interpersonal Conflicts 16.2. PK.D</p> <p>Recognize that conflict occurs and distinguish between appropriate and inappropriate ways to resolve conflict. *See also 5.2.PK.B</p> <ul style="list-style-type: none"> • Use appropriate words and actions to express one’s own desires • Identify a problem and discuss possible solutions • Solve simple conflicts with peers with independence (share, take turns, apologize, try something else, ask for help) • Begin to negotiate conflicts that arise using words before seeking help • Use words during a conflict instead of physically responding • Accept and attempt teacher’s or others’ ideas about new strategies to solve a conflict | <p>Goal – P-ATL 1 Child manages emotions with increasing independence</p> <ul style="list-style-type: none"> • Use a range of coping strategies to manage emotions with the support of an adult, such as using words or taking deep breaths <p>Goal – P-ATL 4</p> <ul style="list-style-type: none"> • Demonstrates control over actions and words in response to a challenging situation, such as wanting to use the same materials as another child, or frustration over not being able to climb to the top of a structure. May need support from adults. |
| <p>Support: Asking for Help 16.2.PK.E</p> <p>Ask for and accept offers of help when needed or appropriate.</p> <ul style="list-style-type: none"> • Attempt tasks independently before asking for help • Recognize when help is needed • Recognize appropriate sources of help (e.g. familiar adult, community helpers, peers) • Ask for adult help to solve a problem or to complete a task • Respond appropriately to offers of help (e.g. “That’s okay, I can do it” or “yes, thank you”) | <p>Goal – P-ATL 1 Child manages emotions with increasing independence</p> <ul style="list-style-type: none"> • Looks for adult assistance when emotions are most intense |
| Standard Area 16.3 Decision Making and Responsible Behavior (3) | |
| <p>Decision Making Skills 16.3.PK.A</p> <p>Interpret the consequences of choices.</p> <ul style="list-style-type: none"> • Recognize unsafe situations and tell an adult • Tell a peer when a rule is broken | <p>Goal P – ATL 4 Child manages actions, words, and behavior with increasing independence</p> <ul style="list-style-type: none"> • Begins to understand the consequence of behavior, such as |

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| <ul style="list-style-type: none"> • Warn a peer about a safety risk on the playground • Encourage two friends who are having a dispute to “use their words and work it out” • Discuss the reasons for having rules | <p>hitting leads to an adult giving you quiet time. Can describe the effects their behavior may have on others, such as noticing that another child feels sad when you hit them</p> |
| <p>Understanding Social Norms 16.3.PK.B Recognize there are socially acceptable ways to behave in different places.</p> <ul style="list-style-type: none"> • Make transitions between places and people with minimal distress • Use inside voices while indoors and outside voices when outdoors • Cooperate in both large and small group activities that are facilitated by adult • Apply classroom rules to new situations • Adjust to changes in routines and activities • Follow rules and routines in classroom and other settings with reminders | <p>Goal P – ATL9 Child demonstrates flexibility in thinking and behavior</p> <ul style="list-style-type: none"> • Applies different rules in contexts that require different behaviors, such as using indoor voices or feet instead of outdoor voices or feet |
| <p>Responsible Active Engagement 16.3.PK.C Actively engage in assisting others when appropriate.</p> <ul style="list-style-type: none"> • Respond with empathy to others who are upset • Recognize when someone needs help and offer assistance • Respect another’s attempts to complete tasks independently | <p>Goal P – SE 7 Child expresses care and concern toward others</p> <ul style="list-style-type: none"> • Makes empathetic statements to adults or other children • Offers support to adults or other children who are distressed |