



Alignment of



The Creative Curriculum[®] *for* Preschool



WITH

**Alignment of *The Creative Curriculum*® for Preschool
With
*Utah's Early Childhood Core Standards***

This document aligns the content in *Utah's Early Childhood Core Standards* with the goals and ideals of *The Creative Curriculum*® for Preschool. *The Creative Curriculum*® for Preschool is a comprehensive, research-based curriculum designed to help educators at all levels of experience plan and implement a developmentally appropriate, content-rich program for children with diverse backgrounds and skill levels.

References

Teaching Strategies, LLC. (2010). *The Creative Curriculum*® for preschool. Washington, DC: Author

Utah State Office of Education. (2013). *Utah's early childhood core standards*. Salt Lake City, UT: Author. Retrieved from <http://www.schools.utah.gov/CURR/preschoolkindergarten/Home/Early-Child-Standards-with-Strategies--6-24.aspx>

<i>Utah's Early Childhood Core Standards</i>	<i>How The Creative Curriculum® for Preschool meets Utah's Early Childhood Core Standards</i>
English Language Arts	
Preschool Foundational Standards	
RL. Reading Standards for Literature	
Key Ideas and Details	
1. With prompting and support, state some details of a text.	Comprehends and responds to books and other texts Retells stories Retells stories with many details about characters, events, and storylines
2. Listen attentively and retell simple stories through conversation, art, movement, or drama.	Comprehends and responds to books and other texts Retells stories Retells a familiar story in proper sequence, including major events and characters
3. Answer questions about simple stories using sequencing format (e.g., what happened first, next, and last).	Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Asks and answers questions about the text; refers to pictures
Craft and Structure	
4. With prompting and support, ask and answer questions about unknown words in a text.	Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Asks and answers questions about the text; refers to pictures
5. With prompting and support, recognize common types of texts (e.g., storybooks, poems).	Demonstrates knowledge of print and its uses Uses and appreciates books Uses various types of books for their intended purposes
6. With prompting and support, recognize that books have a title, author, and illustrator.	Demonstrates knowledge of print and its uses Uses and appreciates books Knows some features of a book (title, author, illustrator); connects specific books to authors

Integration of Knowledge and Ideals	
7. Understand that illustrations help tell the story.	Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions
9. Identify characters and their experiences in familiar stories.	Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Identifies story-related problems, events, and resolutions during conversations with an adult
Range of Reading and Level of Complexity	
10. Engage in shared reading experiences and explore books independently.	Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Identifies story-related problems, events, and resolutions during conversations with an adult
RI. Standards for Informational Text	
Key Ideas and Details	
1. With prompting and support, ask and answer questions about details in a text and make personal connections with text.	Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Asks and answers questions about the text; refers to pictures
2. Listen to a wide variety of informational text.	
a. With prompting and support, participate in discussion of a text.	Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Identifies story-related problems, events, and resolutions during conversations with an adult
b. Identify some details of a text.	Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Identifies story-related problems, events, and resolutions during conversations with an adult

3. With prompting and support, discuss information in a text and make connections to personal experiences.	Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Identifies story-related problems, events, and resolutions during conversations with an adult
Craft and Structure	
4. With guidance and support, connect new vocabulary in a text with known words or experiences.	Remembers and connects experiences Makes connections Draws on everyday experiences and applies this knowledge to a similar situation
5. With prompting and support, identify the front cover, back cover, and title page of a book.	Demonstrates knowledge of print and its uses Uses and appreciates books Knows some features of a book (title, author, illustrator); connects specific books to authors
6. With prompting and support, understand that a book has an author and an illustrator/photographer.	Demonstrates knowledge of print and its uses Uses and appreciates books Knows some features of a book (title, author, illustrator); connects specific books to authors
Integration of Knowledge and Ideals	
7. With modeling and support, understand that illustrations/photographs provide information about a text.	Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions
8. With modeling and support, recall details from a text.	Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Identifies story-related problems, events, and resolutions during conversations with an adult
9. With prompting and support, recognize that there are similarities and differences between two texts on the same topic.	Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions

Range of Reading and Level of Complexity	
10. With modeling and support, participate in shared reading experiences.	Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Identifies story-related problems, events, and resolutions during conversations with an adult
RF. Reading Standards for Foundational Skills	
Print Concepts	
1. With guidance and support, recognize that print conveys meaning and know the difference between pictures and words on a page.	
a. Recognize that print is read from top to bottom and left to right.	Demonstrates knowledge of print and its uses Uses print concepts Indicates where to start reading and the direction to follow
b. Recognize the difference between pictures and words on a page or in the environment.	Demonstrates knowledge of print and its uses Uses print concepts Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
d. Recognize the difference between letters, numbers, and other symbols.	Demonstrates knowledge of print and its uses Uses print concepts Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
e. Recognize print in everyday life (e.g., numbers, letters, one's name, words, familiar logos, and environmental print).	Demonstrates knowledge of print and its uses Uses print concepts Shows understanding that text is meaningful and can be read
Phonological Awareness	
2. With guidance and support, begin to identify sounds (phonemes) in spoken words.	
a. Respond to the rhythm of spoken language, such as songs, poems, or chants.	Demonstrates phonological awareness Notices and discriminates rhyme Joins in rhyming songs and games

b. Begin to recognize syllables (word parts) in simple words.	Demonstrates phonological awareness Notices and discriminates smaller and smaller units of sound Hears and shows awareness of separate syllables in words
c. Begin to recognize initial sounds in words (e.g., own name).	Demonstrates phonological awareness Notices and discriminates smaller and smaller units of sound Verbally separates and blends onset and rime
d. Begin to demonstrate understanding the concept of first, middle and last.	Demonstrates phonological awareness Notices and discriminates smaller and smaller units of sound Verbally separates and blends individual phonemes in words
Phonics and Word Recognition	
3. With guidance and support, recognize that words are made up of letters and their sounds.	
a. Recognize that letters have names and sounds.	Demonstrates knowledge of the alphabet Uses letter–sound knowledge Identifies the sounds of a few letters
c. Recognize own name.	Demonstrates knowledge of the alphabet Identifies and names letters Recognizes as many as 10 letters, especially those in own name
d. Distinguish between items that are the same or different, such as pictures, objects, and letters.	Uses classification skills Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape

W. Standards for Writing	
Text Types and Purposes	
1. With modeling and support, use a combination of drawing, dictating, and scribbling to represent a topic (e.g., “This is my family…”).	<p>Uses symbols and images to represent something not present Thinks symbolically Represents objects, places, and ideas with increasingly abstract symbols</p> <p>Demonstrates emergent writing skills Writes to convey meaning Late invented spelling</p>
2. With modeling and support, use a combination of drawing, dictating, and scribbling to extend learning of a topic.	<p>Uses symbols and images to represent something not present Thinks symbolically Represents objects, places, and ideas with increasingly abstract symbols</p> <p>Demonstrates emergent writing skills Writes to convey meaning Late invented spelling</p>
3. With modeling and support, use a combination of drawing, dictating, and scribbling to share one or more events of a story.	<p>Uses language to express thoughts and needs Tells about another time or place Tells elaborate stories that refer to other times and places</p> <p>Uses symbols and images to represent something not present Thinks symbolically Represents objects, places, and ideas with increasingly abstract symbols</p> <p>Demonstrates emergent writing skills Writes to convey meaning Late invented spelling</p>

Production and Distribution of Writing	
5. With modeling, guidance, and support, talk about drawing, dictation, or developmentally appropriate writing.	<p>Demonstrates positive approaches to learning</p> <p>Persists Plans and pursues own goal until it is reached</p> <p>Demonstrates positive approaches to learning</p> <p>Solves problems Thinks problems through, considering several possibilities and analyzing results</p>
6. Use a variety of writing/drawing tools (e.g., chalk, crayon, paint, markers, stamps, Magna Doodle, pencil, and computer) to represent ideas.	<p>Uses symbols and images to represent something not present</p> <p>Thinks symbolically Represents objects, places, and ideas with increasingly abstract symbols</p>
Research to Build and Present Knowledge	
7. With guidance and support, participate in group activities that use a combination of drawing, dictating, and scribbling specific to a topic.	<p>Demonstrates positive approaches to learning</p> <p>Shows curiosity and motivation Uses a variety of resources to find answers to questions</p>
8. With guidance and support, participate in discovery activities to gain new information.	<p>Remembers and connects experiences</p> <p>Makes connections Draws on everyday experiences and applies this knowledge to a similar situation</p>

SL. Standards for Speaking & Listening	
Comprehension and Collaboration	
1. Communicate with adults and peers in small and larger groups.	
a. Recognize that there are rules for discussions (e.g., listening to others and taking turns speaking).	<p>Uses appropriate conversational and other communication skills Engages in conversations Engages in complex, lengthy conversations (five or more exchanges)</p> <p>Uses appropriate conversational and other communication skills Uses social rules of language Uses acceptable language and social rules during communication with others</p>
2. With guidance and support, ask and answer simple questions about text or media.	<p>Demonstrates positive approaches to learning Shows curiosity and motivation Uses a variety of resources to find answers to questions</p>
3. With guidance and support, ask and answer simple questions.	<p>Listens to and understands increasingly complex language Comprehends language Responds appropriately to complex statements, questions, vocabulary, and stories</p>
Presentation of Knowledge and Ideas	
4. With prompting and support, describe familiar people, places, things, and events.	<p>Uses language to express thoughts and needs Uses an expanding expressive vocabulary Incorporates new, less familiar or technical words in everyday conversations</p> <p>Uses language to express thoughts and needs Tells about another time or place Makes simple statements about recent events and familiar people and objects that are not present</p>

5. With prompting and support, recognize that objects, symbols, and pictures can provide additional detail.	<p>Remembers and connects experiences Recognizes and recalls Tells about experiences in order, provides details, and evaluates the experience; recalls 3 or 4 items removed from view</p> <p>Uses symbols and images to represent something not present Thinks symbolically Recognizes people, objects, and animals in pictures or photographs</p>
6. Speak audibly and express thoughts, feelings, and ideas clearly.	<p>Uses language to express thoughts and needs Speaks clearly Pronounces multisyllabic or unusual words correctly</p>
L. Standards for Language	
Conventions of Standard English	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
a. Experiment with writing.	<p>Demonstrates emergent writing skills Writes to convey meaning Mock letters or letter-like forms</p>
b. Speak in simple sentences to communicate needs and wants.	<p>Uses language to express thoughts and needs Uses conventional grammar Uses complete, four- to six-word sentences</p>
c. Orally use singular and plural nouns, (e.g., bird, birds; house, houses; tree, trees).	<p>Uses language to express thoughts and needs Uses conventional grammar Uses long, complex sentences and follows most grammatical rules</p>
d. Respond to and ask questions (e.g., who, what, where, when, why, and how).	<p>Uses language to express thoughts and needs Uses an expanding expressive vocabulary Incorporates new, less familiar or technical words in everyday conversations</p>
e. Use common prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	<p>Explores and describes spatial relationships and shapes Understands spatial relationships Uses and responds appropriately to positional words indicating location, direction, and distance</p>

f. Speak in simple sentences to communicate ideas.	Uses language to express thoughts and needs Uses conventional grammar Uses complete, four- to six-word sentences
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
a. Recognize that there are upper- and lowercase letters.	Demonstrates knowledge of print and its uses Uses print concepts Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
d. Use beginning phonemic awareness, including making up chants, rhymes, and playing with alliterative language.	Demonstrates phonological awareness Notices and discriminates alliteration Sings songs and recites rhymes and refrains with repeating initial sounds
Vocabulary Acquisition and Use	
4. With prompting and support, ask questions and name familiar people, objects, and animals from picture cues or objects in the child's environment.	
a. With prompting and support, connect new vocabulary with known words and experiences.	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Incorporates new, less familiar or technical words in everyday conversations
b. With prompting and support, discuss words, phrases, and their meanings as found in texts, instruction, and conversations.	Listens to and understands increasingly complex language Comprehends language Responds appropriately to specific vocabulary and simple statements, questions, and stories
5. With guidance and support, identify common words regarding people, objects, and animals in the environment.	
a. Discuss commonalities and differences and sort by one attribute (e.g., color, size).	Uses classification skills Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason

<p>b. Increase vocabulary to include contrasting and descriptive words/opposites (e.g., night/day, boy/girl, up/down).</p>	<p>Listens to and understands increasingly complex language Comprehends language Responds appropriately to complex statements, questions, vocabulary, and stories</p>
<p>c. Access prior knowledge and experiences to identify connections between words and their applications to real life.</p>	<p>Remembers and connects experiences Makes connections Draws on everyday experiences and applies this knowledge to a similar situation</p>
<p>d. Engage in and describe simple actions.</p>	<p>Uses language to express thoughts and needs Uses an expanding expressive vocabulary Incorporates new, less familiar or technical words in everyday conversations</p>
<p>6. With prompting and support, begin simple dialogue about self or texts read aloud.</p>	<p>Uses language to express thoughts and needs Uses an expanding expressive vocabulary Incorporates new, less familiar or technical words in everyday conversations</p>

Kindergarten Readiness Standards/End of Preschool	
RL. Reading Standards for Literature	
Key Ideas and Details	
1. With prompting and support, ask and answer questions about details in a text.	Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Identifies story-related problems, events, and resolutions during conversations with an adult
2. Listen attentively and retell simple stories through conversation, art, movement, or drama.	Comprehends and responds to books and other texts Retells stories Retells a familiar story in proper sequence, including major events and characters
3. Retell stories with simple plots, including some details about characters, settings, and major events in a story (e.g., story webs).	Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Identifies story-related problems, events, and resolutions during conversations with an adult
Craft and Structure	
4. With prompting and support, ask and answer questions about unknown words in a text.	Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Asks and answers questions about the text; refers to pictures
5. With prompting and support, recognize common types of texts (e.g., storybooks, poems).	Demonstrates knowledge of print and its uses Uses and appreciates books Uses various types of books for their intended purposes
6. With prompting and support, discuss the role of the author and illustrator in telling the story.	Demonstrates knowledge of print and its uses Uses and appreciates books Knows some features of a book (title, author, illustrator); connects specific books to authors
Integration of Knowledge and Ideals	
7. Use illustrations to tell the story when looking at a familiar book.	Comprehends and responds to books and other texts Uses emergent reading skills Pretends to read, using some of the language from the text; describes the action across pages, using pictures to order the events; may need prompts from adult

<p>9. Discuss characters and their experiences in familiar stories that are similar and different.</p>	<p>Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions</p>
<p>Range of Reading and Level of Complexity</p>	
<p>10. Engage in storytelling and conversations with peers and adults about texts read.</p>	<p>Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Identifies story-related problems, events, and resolutions during conversations with an adult</p>

RI. Standards for Informational Text	
Key Ideas and Details	
1. With prompting and support, ask and answer questions about details in a text and make personal connections with text.	Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Asks and answers questions about the text; refers to pictures
2. Listen to a wide variety of informational text.	
a. Participate in discussion on the topic.	Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Identifies story-related problems, events, and resolutions during conversations with an adult
b. Retell some details of a text in an appropriate sequence.	Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions
3. With prompting and support, discuss information in a text, including differences, similarities, and comparisons to personal experiences.	Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions
Craft and Structure	
4. With prompting and support, ask and answer questions about unknown words in a text.	Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Asks and answers questions about the text; refers to pictures
5. With prompting and support, identify the front cover, back cover, and title page of a book.	Demonstrates knowledge of print and its uses Uses and appreciates books Knows some features of a book (title, author, illustrator); connects specific books to authors
6. Discuss the role of the author and illustrator/ photographer in presenting the ideas or information in a text.	Demonstrates knowledge of print and its uses Uses and appreciates books Knows some features of a book (title, author, illustrator); connects specific books to authors

Integration of Knowledge and Ideals	
7. With modeling and support, recognize that a relationship exists between the illustrations/photographs and the text (e.g., what person, place, thing, or idea in the text an illustration depicts).	Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions
8. With modeling and support, identify key details in a text.	Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Identifies story-related problems, events, and resolutions during conversations with an adult
9. With prompting and support, participate in discussions to identify the similarities and differences between two texts on the same topic.	Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions
Range of Reading and Level of Complexity	
10. With modeling and support, actively engage in group reading activities with purpose and understanding.	Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Identifies story-related problems, events, and resolutions during conversations with an adult
RF. Reading Standards for Foundational Skills	
Print Concepts	
1. With guidance and support, recognize print in everyday life, such as numbers, letters, one's name, words, familiar logos and signs.	
a. Recognize that print is read from top to bottom and left to right.	Demonstrates knowledge of print and its uses Uses print concepts Indicates where to start reading and the direction to follow
b. Recognize that spoken words are represented in written language.	Demonstrates knowledge of the alphabet Uses letter-sound knowledge Shows understanding that a sequence of letters represents a sequence of spoken sounds

c. Understand that letters are grouped to form words.	Demonstrates knowledge of the alphabet Uses letter–sound knowledge Shows understanding that a sequence of letters represents a sequence of spoken sounds
d. Recognize some alphabet letters.	Demonstrates knowledge of the alphabet Uses letter–sound knowledge Shows understanding that a sequence of letters represents a sequence of spoken sounds
e. Recognize print in everyday life (e.g., numbers, letters, one’s name, words, familiar logos, and environmental print).	Demonstrates knowledge of print and its uses Uses print concepts Shows understanding that text is meaningful and can be read
Phonological Awareness	
2. With guidance and support, identify and discriminate between sounds (phonemes) in spoken language, such as attention to beginning and ending sounds (phonemes) of words.	
a. Begin to supply rhyming words in familiar songs/ jingles and orally match words that rhyme.	Demonstrates phonological awareness Notices and discriminates rhyme Generates a group of rhyming words when given a word
b. Identify and separate syllables (word parts) in words.	Demonstrates phonological awareness Notices and discriminates smaller and smaller units of sound Verbally separates and blends onset and rime
c. Identify words by syllables, beginning sounds, or individual sounds.	Demonstrates phonological awareness Notices and discriminates alliteration Isolates and identifies the beginning sound of a word
d. Recognize initial and final sound of words.	Demonstrates phonological awareness Notices and discriminates smaller and smaller units of sound Verbally separates and blends individual phonemes in words
e. With modeling and support, identify individual phonemes (e.g., /d/, /s/, /t/).	Demonstrates phonological awareness Notices and discriminates smaller and smaller units of sound Verbally separates and blends individual phonemes in words

Phonics and Word Recognition	
3. With guidance and support, recognize that words are made up of letters and their sounds.	
a. Begin to associate names of letters with sounds of the alphabet (e.g., initial sound of own name).	Demonstrates knowledge of the alphabet Uses letter–sound knowledge Produces the correct sounds for 10–20 letters
c. Begin to recognize some words that are seen frequently.	Demonstrates knowledge of the alphabet Uses letter–sound knowledge Applies letter–sound correspondence when attempting to read and write
d. Distinguish between letters and words that are the same or different.	Comprehends and responds to books and other texts Uses emergent reading skills Tries to match oral language to words on page; points to words as reads; uses different strategies (e.g., sounding out words, known words, and patterns in text) to make meaning from print
W. Standards for Writing	
Text Types and Purposes	
1. Use a combination of drawing, dictating, scribbling, approximating letters, and using known letters to represent and share feelings and ideas about a topic.	Uses symbols and images to represent something not present Thinks symbolically Represents objects, places, and ideas with increasingly abstract symbols Demonstrates emergent writing skills Writes to convey meaning Late invented spelling
2. With modeling and support, use a combination of drawing, dictating, scribbling, approximating letters, invented spelling, and using known letters to extend learning about a topic.	Uses symbols and images to represent something not present Thinks symbolically Represents objects, places, and ideas with increasingly abstract symbols Demonstrates emergent writing skills Writes to convey meaning Late invented spelling

<p>3. With modeling and support, use a combination of drawing, dictating, scribbling, approximating letters, and using known letters to describe parts of a story (e.g., characters, setting, sequence of events).</p>	<p>Uses language to express thoughts and needs Tells about another time or place Tells elaborate stories that refer to other times and places</p> <p>Uses symbols and images to represent something not present Thinks symbolically Represents objects, places, and ideas with increasingly abstract symbols</p> <p>Demonstrates emergent writing skills Writes to convey meaning Late invented spelling</p>
<p>Production and Distribution of Writing</p>	
<p>5. With modeling, guidance, and support from adults, review drawing, dictation or developmentally appropriate writing.</p>	
<p>a. Demonstrate an ability to listen and discuss drawing, dictation or developmentally appropriate writing.</p>	<p>Demonstrates positive approaches to learning Persists Plans and pursues own goal until it is reached</p> <p>Demonstrates positive approaches to learning Solves problems Thinks problems through, considering several possibilities and analyzing results</p>
<p>b. Respond to others and answer questions about drawing, dictation and/or writing.</p>	<p>Demonstrates positive approaches to learning Persists Plans and pursues own goal until it is reached</p> <p>Demonstrates positive approaches to learning Solves problems Thinks problems through, considering several possibilities and analyzing results</p>
<p>c. Start to produce writing that is legible, including the conventional formation of some upper- and lowercase manuscript letters, including those in own name.</p>	<p>Demonstrates emergent writing skills Writes name Partially accurate name</p>

6. Use a variety of writing/drawing tools and forms (e.g., notes, labels, letters, signs, stories, tape recorder, and computer) to create and share ideas.	Uses tools and other technology to perform tasks
Research to Build and Present Knowledge	
7. With guidance and support, participate in group activities that use developmentally appropriate writing to represent knowledge and/or opinion on a topic.	Demonstrates positive approaches to learning Shows curiosity and motivation Uses a variety of resources to find answers to questions
8. With guidance and support, recall information from provided sources (e.g., books, videos, pictures) to answer a question.	Remembers and connects experiences Makes connections Draws on everyday experiences and applies this knowledge to a similar situation
SL. Standards for Speaking & Listening	
Comprehension and Collaboration	
1. Engage in conversations with peers and adults in small and larger groups, by talking about pictures, topics, and text.	
a. Use rules for discussions (e.g., listening to others and taking turns speaking about the picture, topics, and text).	Uses appropriate conversational and other communication skills Uses social rules of language Uses acceptable language and social rules during communication with others
b. Take multiple turns during conversations.	Uses appropriate conversational and other communication skills Uses social rules of language Uses acceptable language and social rules during communication with others
2. With guidance and support, ask and answer questions and make comments about print material, oral information, and other media (e.g., ask questions using where, when, why, and how).	Demonstrates positive approaches to learning Shows curiosity and motivation Uses a variety of resources to find answers to questions
3. With guidance and support, ask and answer questions to seek help or to learn more.	Listens to and understands increasingly complex language Comprehends language Responds appropriately to complex statements, questions, vocabulary, and stories

Presentation of Knowledge and Ideas	
4. With prompting and support, describe familiar people, places, things, and events.	<p>Uses language to express thoughts and needs Uses an expanding expressive vocabulary Incorporates new, less familiar or technical words in everyday conversations</p> <p>Remembers and connects experiences Recognizes and recalls Tells about experiences in order, provides details, and evaluates the experience; recalls 3 or 4 items removed from view</p>
5. With prompting and support, recognize that objects, symbols, and pictures can provide additional detail.	<p>Uses symbols and images to represent something not present Thinks symbolically Recognizes people, objects, and animals in pictures or photographs</p>
6. Speak audibly and express thoughts, feelings, and ideas clearly.	<p>Uses language to express thoughts and needs Speaks clearly Pronounces multisyllabic or unusual words correctly</p>
L. Standards for Language	
Conventions of Standard English	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
a. Print some letters of the alphabet, including those in own name.	<p>Demonstrates emergent writing skills Writes to convey meaning Late invented spelling</p>
b. Use frequently occurring nouns and verbs.	<p>Uses language to express thoughts and needs Uses conventional grammar Uses long, complex sentences and follows most grammatical rules</p>
c. Orally use singular and plural nouns, (e.g., bird, birds; house, houses; tree, trees).	<p>Uses language to express thoughts and needs Uses conventional grammar Uses long, complex sentences and follows most grammatical rules</p>

d. Respond to and ask questions (e.g., who, what, where, when, why, and how).	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Incorporates new, less familiar or technical words in everyday conversations
e. Use common prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	Explores and describes spatial relationships and shapes Understands spatial relationships Uses and responds appropriately to positional words indicating location, direction, and distance
f. Speak in sentences of varying lengths and complexity to communicate ideas.	Uses language to express thoughts and needs Uses conventional grammar Uses long, complex sentences and follows most grammatical rules
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
a. Recognize that there are upper and lower case letters.	Demonstrates knowledge of print and its uses Uses print concepts Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
d. With modeling and support, identify individual phonemes (e.g., /d/, /s/, /t/).	Demonstrates knowledge of the alphabet Uses letter–sound knowledge Identifies the sounds of a few letters
Vocabulary Acquisition and Use	
4. With prompting and support, clarify the meaning of unknown and multiple meaning words and phrases.	
a. With prompting and support, connect new vocabulary with known words and experiences.	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Incorporates new, less familiar or technical words in everyday conversations
b. With prompting and support, use some known inflections and suffixes with familiar words (e.g., -ed, -s, re-, un-, pre-, -ful, -less).	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Incorporates new, less familiar or technical words in everyday conversations

5. With guidance and support, explore word relationships and nuances in word meanings.	
a. Discuss commonalities and differences and sort objects (e.g., shapes, foods).	<p>Uses classification skills Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason</p>
b. Compare commonalities and differences by identifying opposites using descriptive words (e.g., big/little, short/ long, large/small, happy/sad).	<p>Listens to and understands increasingly complex language Comprehends language Responds appropriately to complex statements, questions, vocabulary, and stories</p>
c. Access prior knowledge and experiences to identify connections between words and their applications to real life.	<p>Remembers and connects experiences Makes connections Draws on everyday experiences and applies this knowledge to a similar situation</p>
d. Distinguish shades of meaning among verbs describing the same general action through creative or dramatic play, (e.g., whisper, speak, and yell).	<p>Uses language to express thoughts and needs Uses an expanding expressive vocabulary Incorporates new, less familiar or technical words in everyday conversations</p>
6. With prompting and support, use words and phrases acquired through conversations, reading and being read to, and responding to texts.	<p>Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Contributes particular language from the book at the appropriate time</p>

Mathematics	
Preschool Foundational Standards	
CC. Counting and Cardinality	
Know number names and count sequence.	
1. Begin to count to 10 by ones.	Uses number concepts and operations Counts Verbally counts to 10; counts up to five objects accurately, using one number name for each object
2. Recognize that numbers have a certain order (1, 2, 3, etc.).	Uses number concepts and operations Counts Verbally counts to 10; counts up to five objects accurately, using one number name for each object
3. Recognize the difference between letters, numbers, and other symbols.	Uses classification skills Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
Count to tell the number of objects.	
4. Begin to count objects with support.	
a. Use one-to-one correspondence when counting up to five objects.	Uses number concepts and operations Counts Verbally counts to 10; counts up to five objects accurately, using one number name for each object
b. Recite numbers in the correct order and understand that numbers have a correct sequence.	Uses number concepts and operations Counts Verbally counts to 10; counts up to five objects accurately, using one number name for each object
5. Count as many as five objects arranged in a line.	Uses number concepts and operations Counts Verbally counts to 10; counts up to five object accurately, using one number name for each object

Compare numbers.	
6. Visually identify or count to determine which of two sets has more objects (1–5).	Uses number concepts and operations Quantifies Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many
7. Recognize the difference between letters, numbers, and other symbols.	Uses classification skills Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
OA. Operations and Algebraic Thinking	
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	
1. Explore how adding to and/or taking away objects changes the size of a group.	Uses number concepts and operations Quantifies Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many
2. Begin to explore adding and taking away objects in a set.	
a. Explore how adding objects make the size of a group larger.	Uses number concepts and operations Quantifies Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many
b. Explore how removing objects makes the size of a group smaller.	Uses number concepts and operations Quantifies Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many
6. Begin to duplicate and extend simple patterns (e.g., ababab).	Demonstrates knowledge of patterns Copies simple repeating patterns

MD. Measurement and data	
Describe and compare measurable attributes.	
1. Understand and describe measurable attributes (e.g., how big, how tall, how long, or how heavy).	
a. Compare simple data (e.g., likes/dislikes, number of boys/girls in class today).	Compares and measures Uses measurement words and some standard measurement tools accurately; uses ordinal numbers from first to tenth
2. Begin to compare objects using measurable attributes (e.g., length [longer/shorter], weight [heavier/lighter], and size [bigger/ smaller]).	Compares and measures Uses measurement words and some standard measurement tools accurately; uses ordinal numbers from first to tenth
Classify objects and count the number of objects in each category.	
3. Sort objects into given categories.	Uses classification skills Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason
G. Geometry	
Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).	
1. Begin to recognize and name basic shapes.	Explores and describes spatial relationships and shapes Understands shapes Identifies a few basic shapes (circle, square, triangle)
2. Begin to recognize basic shapes, regardless of size.	Explores and describes spatial relationships and shapes Understands shapes Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation
3. Begin to recognize the difference in basic shapes as two-dimensional (picture) or three-dimensional (object).	Explores and describes spatial relationships and shapes Understands shapes Shows that shapes remain the same when they are turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes

Analyze, compare, create, and compose shapes.	
4. Begin to recognize the difference in basic shapes as two-dimensional (picture) or three-dimensional (object).	<p>Explores and describes spatial relationships and shapes</p> <p>Understands shapes</p> <p>Shows that shapes remain the same when they are turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes</p>
5. Explore shapes using a variety of media (e.g., blocks, stickers, play dough/clay, art supplies, etc.).	<p>Explores and describes spatial relationships and shapes</p> <p>Understands shapes</p> <p>Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation</p>
6. Begin to recognize basic shapes when shown simple line drawings.	<p>Explores and describes spatial relationships and shapes</p> <p>Understands shapes</p> <p>Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation</p>

Kindergarten Readiness Standards/End of Preschool	
CC. Counting and Cardinality	
Know number names and count sequence.	
1. Begin to count to 20 by ones.	Uses number concepts and operations Counts Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting
2. In the sequence of 1–10, understand that numbers come “before” or “after” one another.	Uses number concepts and operations Counts Uses number names while counting to 100; counts 30 objects accurately; tells what number comes before and after a specified number up to 20
3. Count a number of objects 0–10 and associate with a written numeral.	Uses number concepts and operations Connects numerals with their quantities Identifies numerals to 10 by name and connects each to counted objects
Count to tell the number of objects.	
4. Understand the relationship between numbers and quantities; connect counting to cardinality.	
a. Use one-to-one correspondence when counting objects.	Uses number concepts and operations Counts Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting
b. Develop ability to respond to the question “how many” after counting the objects in a set (beginning cardinality understanding).	Uses number concepts and operations Quantifies Uses a variety of strategies (counting objects or fingers, counting on, or counting back) to solve problems with more than 10 objects
c. Understand that each number name in sequence 0–10 means one more.	Uses number concepts and operations Quantifies Demonstrates understanding of the concepts of one, two, and more

5. Count as many as 10 objects arranged in a line.	Uses number concepts and operations Counts Verbally counts to 10; counts up to five object accurately, using one number name for each object
Compare numbers.	
6. With modeling and support, identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (e.g., by using matching and counting strategies).	Uses number concepts and operations Quantifies Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many
7. Associate quantities with written numerals 1–10.	Uses number concepts and operations Connects numerals with their quantities Identifies numerals to 10 by name and connects each to counted objects
OA. Operations and Algebraic Thinking	
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	
1. Explore adding and taking away with concrete objects and patterns (e.g., fingers, blocks, dominoes, Unifix cubes, two-sided counters, toys).	Uses number concepts and operations Quantifies Uses a variety of strategies (counting objects or fingers, counting on, or counting back) to solve problems with more than 10 objects
2. Begin to explore adding and taking away of objects in a set.	
a. Solve an addition problem by combining (adding) two or more sets of objects to find out how many in all (within five).	Uses number concepts and operations Quantifies Uses a variety of strategies (counting objects or fingers, counting on, or counting back) to solve problems with more than 10 objects
b. Solve a subtraction problem by removing (subtracting) objects from a set of up to five objects.	Uses number concepts and operations Quantifies Uses a variety of strategies (counting objects or fingers, counting on, or counting back) to solve problems with more than 10 objects

3. Explore different ways a set of objects can be decomposed within five.	Uses number concepts and operations Quantifies Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many
4. Explore different ways sets of objects can be combined to make a new set within five.	
a. Begins to recognize that a set remains the same amount if physically rearranged.	Uses number concepts and operations Quantifies Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts
5. Say the number created by combining (adding) or removing (subtracting) objects within five.	Uses number concepts and operations Quantifies Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts
6. Duplicate, extend, and create simple patterns (e.g., ababab).	Demonstrates knowledge of patterns Extends and creates simple repeating patterns
MD. Measurement and data	
Describe and compare measurable attributes.	
1. Describe objects using vocabulary specific to measurable attributes (e.g., length [long/short], weight [heavy/light], size [big/small], and distance [near/far]).	
a. Organize data to make simple graphs using words: same, more, less.	Uses symbols and images to represent something not present Thinks symbolically Represents objects, places, and ideas with increasingly abstract symbols
2. Compare objects using measurable attributes (e.g., length [longer/shorter], weight [heavier/lighter], and size [bigger/smaller]).	Compares and measures Uses measurement words and some standard measurement tools accurately; uses ordinal numbers from first to tenth

Classify objects and count the number of objects in each category.	
3. Classify objects into given categories; count the number of objects in each category and sort the categories by count.	Uses classification skills Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason
G. Geometry	
Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).	
1. Identify basic shapes by name and in the environment.	Explores and describes spatial relationships and shapes Understands spatial relationships Uses and responds appropriately to positional words indicating location, direction, and distance Explores and describes spatial relationships and shapes Understands shapes Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation
2. Identify and name basic shapes regardless of their orientations (the way the object is turned or flipped) or size.	Explores and describes spatial relationships and shapes Understands shapes Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation
3. Begin to recognize basic shapes as two-dimensional (“flat”) or three-dimensional (“solid”).	Explores and describes spatial relationships and shapes Understands shapes Shows that shapes remain the same when they are turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes

Analyze, compare, create, and compose shapes.	
4. With prompting and support, describe basic two- and three-dimensional shapes.	<p>Explores and describes spatial relationships and shapes</p> <p>Understands shapes</p> <p>Shows that shapes remain the same when they are turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes</p>
5. Create basic shapes using media and basic drawing tools.	<p>Explores and describes spatial relationships and shapes</p> <p>Understands shapes</p> <p>Shows that shapes remain the same when they are turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes</p>
6. Explore combining basic shapes to create new shapes.	<p>Explores and describes spatial relationships and shapes</p> <p>Understands shapes</p> <p>Shows that shapes remain the same when they are turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes</p>

Approaches to Learning and Science	
Preschool Foundational Standards	
1:. Students will learn the processes, communication, and nature of science.	
The child displays an orientation to learning.	
1-2. Displays a sense of curiosity and willingness to try new things.	
a. Actively explores and experiments.	Demonstrates positive approaches to learning Shows curiosity and motivation Shows eagerness to learn about a variety of topics and ideas
b. Shows interest and curiosity in new people and objects.	Demonstrates positive approaches to learning Shows curiosity and motivation Shows eagerness to learn about a variety of topics and ideas
c. Pays attention to people and objects.	Demonstrates positive approaches to learning Attends and engages Pays attention to sights and sounds
d. Makes things happen and watches for results or repeats action.	Demonstrates positive approaches to learning Persists Practices an activity many times until successful
3-5. Demonstrates confidence in a range of abilities.	
a. Is aware of and believes in own abilities.	Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self
b. Attempts challenging activities.	Demonstrates positive approaches to learning Shows curiosity and motivation Shows eagerness to learn about a variety of topics and ideas
c. Asks for help when needed.	Demonstrates positive approaches to learning Solves problems Observes and imitates how other people solve problems; asks for a solution and uses it

Child develops abilities and skills that promote learning.	
1. Persists in completing tasks.	
a. Maintains interest in a project or activity.	Demonstrates positive approaches to learning Attends and engages Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
b. Ignores minor distractions.	Demonstrates positive approaches to learning Attends and engages Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions
2. Works collaboratively with others.	
a. Shares materials.	Participates cooperatively and constructively in group situations Balances needs and rights of self and others Cooperates and shares ideas and materials in socially acceptable ways
b. Helps others.	Participates cooperatively and constructively in group situations Balances needs and rights of self and others Initiates the sharing of materials in the classroom and outdoors
c. Follows simple rules and routines.	Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders Listens to and understands increasingly complex language Follows directions Follows simple requests not accompanied by gestures
d. Uses imitation or pretend play to learn new roles and relationships.	Uses symbols and images to represent something not present Engages in sociodramatic play Imitates actions of others during play; uses real objects as props
e. Communicate with familiar adults and accept guidance.	Establishes and sustains positive relationships Forms relationships with adults Engages with trusted adults as resources and to share mutual interests

3. Approaches tasks with organization.	
a. Recognizes the process (such as cause and effect, first steps, etc.).	Demonstrates positive approaches to learning Attends and engages Pays attention to sights and sounds
b. Knows how to access resources.	Demonstrates positive approaches to learning Shows curiosity and motivation Uses a variety of resources to find answers to questions
c. Knows how to find an appropriate space to work or play.	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
2:. Students will gain an understanding of earth and space science.	
1. Use senses to explore objects and the environment.	Uses scientific inquiry skills
2. Attend to colors and textures in the natural environment.	Uses scientific inquiry skills
3. Show interest and curiosity in indoor and outdoor environments.	Uses scientific inquiry skills
4. Ask questions for further information.	Uses scientific inquiry skills
Observe and describe the changes in day and night.	
1. Recognize the difference between day and night.	Demonstrates knowledge of Earth's environment
Compare changes in the weather over time.	
1. Recognize changes in the seasons.	Demonstrates knowledge of Earth's environment
2. Understand hot and cold.	Demonstrates knowledge of Earth's environment
3. Understand rain, snow, and sun.	Demonstrates knowledge of Earth's environment
3:. Students will gain an understanding of physical science through the study of the forces of motion and the properties of materials.	
Identify how non-living things move.	
1. Set objects in motion by pushing, pulling, kicking, and rolling.	Demonstrates knowledge of the physical properties of objects and materials
2. Describe motion as fast or slow.	Demonstrates knowledge of the physical properties of objects and materials

Describe parts of non-living things.	
1. Identify objects that are a part of the nonliving world such as rocks and manmade objects.	Demonstrates knowledge of the physical properties of objects and materials
4.: Students will gain an understanding of life science through the study of changes in organisms over time and the nature of living things.	
Investigate living things.	
1. Watch intently and say names and sounds of animals at a zoo or farm.	Demonstrates knowledge of the characteristics of living things
2. Match mother and baby animals.	Uses classification skills Matches similar objects Demonstrates knowledge of the characteristics of living things
Describe the parts of living things.	
1. Identify objects that are a part of the living world, such as animals, insects, plants, and humans.	Demonstrates knowledge of the characteristics of living things
2. Identify animals with their common living environment.	Demonstrates knowledge of the characteristics of living things

Kindergarten Readiness Standards/End of Preschool	
1:. Students will learn the processes, communication, and nature of science.	
The child displays an orientation to learning.	
1-2. Displays a sense of curiosity and willingness to try new things.	
a. Uses senses to explore people, objects, and the environment.	Demonstrates positive approaches to learning Shows curiosity and motivation Uses senses to explore the immediate environment Uses scientific inquiry skills
b. Seeks opportunities to participate in new activities.	Uses scientific inquiry skills
c. Asks questions for further information.	Uses scientific inquiry skills
d. Creates or suggests new activities.	Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Changes plans if a better idea is thought of or proposed
3-5. Demonstrates confidence in a range of abilities.	
a. Shows ability to acquire and process new information.	Uses scientific inquiry skills
b. Shows imagination and creativity in approaching tasks and activities.	Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Uses creativity and imagination during play and routine tasks
c. Asks questions and seeks new information.	Demonstrates positive approaches to learning Shows curiosity and motivation Uses a variety of resources to find answers to questions
Child develops abilities and skills that promote learning.	
1. Persists in completing tasks.	
a. Attempts tasks until satisfied with results.	Demonstrates positive approaches to learning Persists Practices an activity many times until successful

b. Resists distractions, maintains attention, and continues the task at hand through frustration or challenges.	Demonstrates positive approaches to learning Attends and engages Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions
2. Works collaboratively with others.	
a. Helps, shares, and cooperates in a group; demonstrates sharing and turn taking.	Participates cooperatively and constructively in group situations Balances needs and rights of self and others Cooperates and shares ideas and materials in socially acceptable ways
b. Uses socially appropriate behavior with peers and adults, such as helping.	Participates cooperatively and constructively in group situations Balances needs and rights of self and others Responds appropriately to others' expressions of wants
c. Follows simple rules, routines, and common directions.	Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders
d. Accepts responsibility (e.g., cleans up, does own share of work, accepts assigned role).	Participates cooperatively and constructively in group situations Balances needs and rights of self and others Initiates the sharing of materials in the classroom and outdoors
3. Approaches tasks with organization.	
a. Uses a variety of strategies to solve a problem.	Demonstrates positive approaches to learning Solves problems Observes and imitates how other people solve problems; asks for a solution and uses it
b. Experiments with different uses for objects and applies knowledge to new situations.	Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Uses creativity and imagination during play and routine tasks
c. Demonstrates age-appropriate independence in a range of activities, routines, and tasks.	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs

2:. Students will gain an understanding of earth and space science.	
Investigate non-living things.	
1. Actively explore/experiment with objects and the environment.	Uses scientific inquiry skills
2. Show interest and curiosity in indoor and outdoor environments.	Uses scientific inquiry skills
3. Ask questions for further information.	Uses scientific inquiry skills
Observe and describe the changes in day and night.	
1. Discuss the things that are done in the daytime and the things that are done at night.	
a. Begin to understand and use time concepts: yesterday, today, tomorrow, morning, afternoon, night.	Demonstrates knowledge of Earth’s environment
2. Describe the changes in the physical attributes of the sky from day to night.	Demonstrates knowledge of the physical properties of objects and materials
Compare changes in the weather over time.	
1. Discuss the changes in the earth as seasons change.	Demonstrates knowledge of Earth’s environment
2. Know the difference in temperature as the weather changes.	Demonstrates knowledge of Earth’s environment
3. Describe why certain clothing is appropriate to each season.	Demonstrates knowledge of Earth’s environment
3:. Students will gain an understanding of physical science through the study of the forces of motion and the properties of materials.	
Identify how non-living things move.	
1. Actively explore/experiment the properties of movement.	Uses scientific inquiry skills Demonstrates knowledge of the physical properties of objects and materials
2. Ask questions about movement for further information.	Uses scientific inquiry skills Demonstrates knowledge of the physical properties of objects and materials
3. Observe, compare, and describe the changes in movement on different surfaces or inclines.	Uses scientific inquiry skills Demonstrates knowledge of the characteristics of living things Demonstrates knowledge of the physical properties of objects and materials

Describe parts of non-living things.	
1. Match models of objects with the real thing.	Uses symbols and images to represent something not present Thinks symbolically Recognizes people, objects, and animals in pictures or photographs Demonstrates knowledge of the physical properties of objects and materials
2. Know that non-living things do not need care and feeding like living things do.	Demonstrates knowledge of the physical properties of objects and materials
4.: Students will gain an understanding of life science through the study of changes in organisms over time and the nature of living things.	
Investigate living things.	
1. Actively explore living things.	Demonstrates knowledge of the characteristics of living things
2. Ask questions for further information about living things.	Demonstrates knowledge of the characteristics of living things
3. Collect information about living things.	Demonstrates knowledge of the characteristics of living things
Describe the parts of living things.	
1. Describe the needs of plants and animals and how to keep them alive.	Demonstrates knowledge of the characteristics of living things
2. Name and identify most parts of the human body.	Demonstrates knowledge of the characteristics of living things
3. Actively explore and discuss major parts of plants (e.g., roots, stem, leaf, flower, trunk, branches).	Demonstrates knowledge of the characteristics of living things
4. Explore the parts of different animals (e.g., skin, fur, feathers, scales; hand, wing, flipper, fin).	Demonstrates knowledge of the characteristics of living things

Social/Emotional Social Studies	
Preschool Foundational Standards	
1:. The child develops self-awareness and positive self-esteem.	
1. Knows personal information.	
a. Calls self by name and begins to use words such as “I” or “me.”	Demonstrates knowledge about self
b. Develops awareness of self as separate from others, and engages in behaviors that build relationships with familiar adults.	Demonstrates knowledge about self
c. Knows and uses friends’ names.	Demonstrates knowledge about self
2. Demonstrates awareness of abilities and preferences.	
a. Selects activities based on preferences.	Demonstrates knowledge about self
b. Participates in activities.	Demonstrates knowledge about self
c. Asks others for help when needed.	Participates cooperatively and constructively in group situations Solves social problems Seeks adult help to resolve social problems
3. Develops growing capacity for independence.	
a. Leaves parent or caregiver without undue anxiety.	Establishes and sustains positive relationships Forms relationships with adults Manages separations without distress and engages with trusted adults
b. Plays independently or engages in parallel play with other children.	Establishes and sustains positive relationships Interacts with peers Plays near other children; uses similar materials or actions
c. Begins to initiate interactions with adults and peers.	Establishes and sustains positive relationships Forms relationships with adults Manages separations without distress and engages with trusted adults

4. Expresses self in different roles and mediums.	
a. Engages in pretend play and acts out roles.	Uses symbols and images to represent something not present Engages in sociodramatic play Acts out familiar or imaginary scenarios; may use props to stand for something else
b. Expresses feelings and emotions through facial expressions, sounds, or gestures and words.	Regulates own emotions and behaviors Manages feelings Controls strong emotions in an appropriate manner most of the time
c. Expresses feelings, needs, and wants in a socially productive manner.	Regulates own emotions and behaviors Takes care of own needs appropriately Indicates needs and wants; participates as adult attends to needs
d. Shows pride in increasing abilities.	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
2.: The child develops social skills that promote positive interactions with others.	
1. Develops skills to interact cooperatively with others.	
a. Participate in learning activities.	Establishes and sustains positive relationships Interacts with peers Uses successful strategies for entering groups
b. Responds to and interacts with another child.	Establishes and sustains positive relationships Makes friends Seeks a preferred playmate; shows pleasure when seeing a friend
c. Takes turns, verbally and nonverbally.	Participates cooperatively and constructively in group situations Balances needs and rights of self and others Takes turns
2. Participates in cooperative play.	
a. Follows agreed-upon rules (e.g., not hitting, etc.).	Regulates own emotions and behaviors Follows limits and expectations Applies rules in new but similar situations

b. Joins in ongoing activities.	Establishes and sustains positive relationships Interacts with peers Uses successful strategies for entering groups
c. Initiates play with others.	Establishes and sustains positive relationships Interacts with peers Initiates, joins in, and sustains positive interactions with a small group of two to three children
3. Employs positive social behaviors with peers and adults.	
a. Recognizes and begins to respond to positive nonverbal gestures (e.g., smiling, nodding, and waving) and culturally appropriate eye contact when interacting with peers and adults.	Listens to and understands increasingly complex language Comprehends language Shows an interest in the speech of others Uses language to express thoughts and needs Uses an expanding expressive vocabulary Vocalizes and gestures to communicate
b. Forms positive relationships with adults.	Establishes and sustains positive relationships Forms relationships with adults Demonstrates a secure attachment to one or more adults
c. Develops friendships with peers.	Establishes and sustains positive relationships Makes friends Establishes a special friendship with one other child, but the friendship might only last a short while
4. Develops self-control by regulating impulses and feelings.	
a. Begins to follow simple rules, routines, and directions.	Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders Listens to and understands increasingly complex language Follows directions Follows simple requests not accompanied by gestures
b. Understands and accepts limitations (e.g., being told “no”).	Regulates own emotions and behaviors Manages feelings Is able to look at a situation differently or delay gratification

c. Seeks ways to find comfort in new situations, and shows ability to cope with stress.	Regulates own emotions and behaviors Manages feelings Comforts self by seeking out special object or person
5. Expresses emotions and feelings.	
a. Identifies emotions (e.g., happy, sad, angry, frustrated, bored, lonely, afraid).	Establishes and sustains positive relationships Responds to emotional cues Identifies basic emotional reactions of others and their causes accurately
b. Identifies feelings (e.g., thirsty, hungry, hot, cold).	Establishes and sustains positive relationships Responds to emotional cues Identifies basic emotional reactions of others and their causes accurately
c. Begins to show concern for others.	Establishes and sustains positive relationships Responds to emotional cues Identifies basic emotional reactions of others and their causes accurately
6. Develops skills to solve conflicts. With guidance, child:	
a. Begins to recognize other children's feelings and emotions.	Establishes and sustains positive relationships Responds to emotional cues Identifies basic emotional reactions of others and their causes accurately
b. Begins to respond to other children's feelings and emotions.	Establishes and sustains positive relationships Responds to emotional cues Identifies basic emotional reactions of others and their causes accurately
c. Learns social skills, and eventually words, for expressing feelings, needs, and wants.	Listens to and understands increasingly complex language Comprehends language Responds appropriately to specific vocabulary and simple statements, questions, and stories
d. Helps, shares, and cooperates in a group.	Participates cooperatively and constructively in group situations Balances needs and rights of self and others Cooperates and shares ideas and materials in socially acceptable ways

e. Resolves conflict with peers alone and/or with adult intervention as appropriate.	Participates cooperatively and constructively in group situations Solves social problems Seeks adult help to resolve social problems
7. Respects others and their belongings.	
a. Uses polite language to interact with others (e.g. “please,” “sorry,” “thank you”).	Uses appropriate conversational and other communication skills Uses social rules of language Uses acceptable language and social rules during communication with others
b. Begins to demonstrate ability to wait for his/her turn to use materials.	Participates cooperatively and constructively in group situations Balances needs and rights of self and others Takes turns
c. Uses and shares materials with peers.	Participates cooperatively and constructively in group situations Balances needs and rights of self and others Initiates the sharing of materials in the classroom and outdoors
d. Recognizes that others’ needs are important.	Participates cooperatively and constructively in group situations Balances needs and rights of self and others Responds appropriately to others’ expressions of wants

<p>8-9. Uses imitation or pretend play to learn new roles and relationships.</p>	<p>Demonstrates positive approaches to learning Solves problems Observes and imitates how other people solve problems; asks for a solution and uses it</p> <p>Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Imitates others in using objects in new and/or unanticipated ways</p> <p>Uses symbols and images to represent something not present Engages in sociodramatic play Imitates actions of others during play; uses real objects as props</p>
<p>10-11. Recognize familiar people, places, and things (e.g., within the home, classroom, school, and local environment).</p>	<p>Listens to and understands increasingly complex language Comprehends language Identifies familiar people, animals, and objects when prompted</p> <p>Remembers and connects experiences Recognizes and recalls Recognizes familiar people, places, and objects; looks for hidden object where it was last seen</p>

Kindergarten Readiness Standards/End of Preschool	
1:. The child develops self-awareness and positive self-esteem.	
1. Knows personal information.	
a. Knows first and last name and age.	Demonstrates knowledge about self
b. Knows parents' and caregivers' names.	Demonstrates knowledge about self
c. Knows own phone number and address.	Demonstrates knowledge about self
d. Shows emotional connection and attachment to others.	Establishes and sustains positive relationships Forms relationships with adults Demonstrates a secure attachment to one or more adults
2. Demonstrates awareness of abilities and preferences.	
a. Demonstrates independence in decision making regarding activities and materials.	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
b. Demonstrates independence in a range of activities, routines, and tasks.	Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders
c. Asks questions and seeks new information.	Listens to and understands increasingly complex language Comprehends language Responds appropriately to specific vocabulary and simple statements, questions, and stories
3. Develops growing capacity for independence.	
a. Establishes secure relationships with adults outside of family members.	Establishes and sustains positive relationships Forms relationships with adults Demonstrates a secure attachment to one or more adults
b. Demonstrates emotions and opinions with and to peers.	Participates cooperatively and constructively in group situations Solves social problems Expresses feelings during a conflict

c. Begins to sustain interactions with adults and peers.	Establishes and sustains positive relationships Forms relationships with adults Engages with trusted adults as resources and to share mutual interests Establishes and sustains positive relationships Makes friends Maintains friendships for several months or more
d. Accepts and is responsible for jobs or assignments.	Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders
4. Expresses self in different roles and mediums.	
a. Plays different roles in dramatic or free play.	Uses symbols and images to represent something not present Engages in sociodramatic play Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes
b. Expresses emotions and feelings through open-ended play, dance, visual arts, and music.	Explores the visual arts Explores musical concepts and expression Explores dance and movement concepts
c. Expresses feelings and emotions through language.	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items
d. Shares accomplishments with others.	Explores the visual arts Explores musical concepts and expression Explores dance and movement concepts

2: The child develops social skills that promote positive interactions with others.	
1. Develops skills to interact cooperatively with others.	
a. Engages in learning activities with peers.	Establishes and sustains positive relationships Interacts with peers Uses successful strategies for entering groups
b. Responds to and interacts with other children and adults in a formal or group setting.	Establishes and sustains positive relationships Makes friends Seeks a preferred playmate; shows pleasure when seeing a friend
c. Participates cooperatively in a group.	Establishes and sustains positive relationships Interacts with peers Initiates, joins in, and sustains positive interactions with a small group of two to three children
2. Participates in cooperative play.	
a. With peers and adults, engages in behavior such as helping, sharing, and taking turns.	Participates cooperatively and constructively in group situations Balances needs and rights of self and others Cooperates and shares ideas and materials in socially acceptable ways
b. Joins in cooperative play with others.	Establishes and sustains positive relationships Interacts with peers Uses successful strategies for entering groups
c. Invites others to join in cooperative play.	Establishes and sustains positive relationships Interacts with peers Interacts cooperatively in groups of four or five children
3. Employs positive social behaviors with peers and adults.	
a. Uses positive nonverbal gestures (e.g., smiling, nodding, and waving) and culturally appropriate eye contact when interacting with peers and adults.	Establishes and sustains positive relationships Makes friends Seeks a preferred playmate; shows pleasure when seeing a friend
b. Forms positive relationships with adults.	Establishes and sustains positive relationships Forms relationships with adults Demonstrates a secure attachment to one or more adults

c. Develops friendships with peers.	Establishes and sustains positive relationships Makes friends Plays with one or two preferred playmates
4. Develops self-control by regulating impulses and feelings.	
a. Follows established rules, routines and directions independently.	Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders Listens to and understands increasingly complex language Follows directions Follows directions of two or more steps that relate to familiar objects and experiences
b. Uses ordinal terms to describe sequence of daily routine/schedule (e.g., first, second, next, last).	Compares and measures Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
c. Understands and accepts limitations (e.g., being told “no”).	Regulates own emotions and behaviors Manages feelings Is able to look at a situation differently or delay gratification
d. Adapts to new environments with appropriate emotions and behaviors.	Regulates own emotions and behaviors Follows limits and expectations Applies rules in new but similar situations
5. Expresses emotions and feelings.	
a. Expresses own emotions (e.g., “I am happy,” “I am sad,” etc.).	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items
b. Describes own feelings (e.g., “I am thirsty,” “I am hungry,” etc.).	Regulates own emotions and behaviors Takes care of own needs appropriately Indicates needs and wants; participates as adult attends to needs
c. Demonstrates empathy.	Establishes and sustains positive relationships Responds to emotional cues Identifies basic emotional reactions of others and their causes accurately

6. Develops skills to solve conflicts. With guidance, child:	
a. Is aware that others may have different feelings and emotions other than his/her own.	Establishes and sustains positive relationships Responds to emotional cues Recognizes that others' feelings about a situation might be different from his or her own
b. Responds appropriately to tone of voice, facial expressions, and gestures of others.	Regulates own emotions and behaviors Follows limits and expectations Responds to changes in an adult's tone of voice and expression
c. Asserts rights by telling others how he/she feels.	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items
d. Finds ways to help others.	Participates cooperatively and constructively in group situations Solves social problems Suggests solutions to social problems
e. Seeks out appropriate help when unable to find a solution.	Participates cooperatively and constructively in group situations Solves social problems Seeks adult help to solve social problems
7. Respects others and their belongings.	
a. Uses polite language to recognize peers' accomplishments (e.g., "Good job," "I like...").	Uses appropriate conversational and other communication skills Uses social rules of language Uses acceptable language and social rules during communication with others
b. Asks permission to use things that belong to others.	Participates cooperatively and constructively in group situations Balances needs and rights of self and others Takes turns
c. Independently uses and shares materials with peers.	Participates cooperatively and constructively in group situations Balances needs and rights of self and others Cooperates and shares ideas and materials in socially acceptable ways
d. Recognizes how actions affect others and accepts consequences of own actions.	Regulates own emotions and behaviors Follows limits and expectations Accepts redirection from adults

<p>8-9. Uses imitation or pretend play to learn new roles and relationships.</p>	<p>Demonstrates positive approaches to learning Solves problems Observes and imitates how other people solve problems; asks for a solution and uses it</p> <p>Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Imitates others in using objects in new and/or unanticipated ways</p> <p>Uses symbols and images to represent something not present Engages in sociodramatic play Imitates actions of others during play; uses real objects as props</p>
<p>10-11. Recognizes familiar people, places and things (e.g., within the home, classroom, school, and local environment).</p>	<p>Listens to and understands increasingly complex language Comprehends language Identifies familiar people, animals, and objects when prompted</p> <p>Remembers and connects experiences Recognizes and recalls Recognizes familiar people, places, and objects; looks for hidden object where it was last seen</p>

Creative Arts	
Preschool Foundational Standards	
1:. Students will participate in a variety of activities that allow for creative and imaginative expression.	
1. Learn several simple songs.	
a. Know several simple songs.	Explores musical concepts and expression
b. Experiment with musical instruments.	Explores musical concepts and expression
c. Show awareness and appreciation of different kinds of music.	Explores musical concepts and expression
2. Use their body to move to music and express themselves.	
a. Bounce in rhythm with music.	Explores dance and movement concepts
b. Move body to express feelings and ideas.	Explores dance and movement concepts
c. Demonstrate large motor balance, stability, and control.	Demonstrates balancing skills Sustains balance during simple movement experiences
d. Move body, arms and legs with coordination.	Explores dance and movement concepts
3. Use a variety of media and materials to create drawings, pictures, or other objects.	
a. Show interest in a variety of art materials.	Explores the visual arts
b. Begin to recognize colors (e.g., red, orange, yellow, green, blue, purple, black, white, brown).	Explores the visual arts
c. Explore various materials, tools, and processes to create works of art.	Explores the visual arts
4. Portray a variety of events, characters, or stories through drama, props and language.	
a. Learn to express ideas, information, and feelings through dramatic play.	Explores drama through actions and language
b. Listen attentively to an adult tell stories or nursery rhymes and act out different parts.	Explores drama through actions and language

c. Show that real-life roles can be imitated.	Uses symbols and images to represent something not present Engages in sociodramatic play Acts out familiar or imaginary scenarios; may use props to stand for something else
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Creative Arts	
Kindergarten Readiness Standards/End of Preschool	
1:. Students will participate in a variety of activities that allow for creative and imaginative expression.	
1. Use voice and instruments to create sound.	
a. Participate in music activities such as listening, singing, or performing.	Explores musical concepts and expression
b. Show increasing awareness of various components of music in terms of dynamics (loud/soft), pitch (high/low), and duration (long/short, fast/slow).	Explores musical concepts and expression
c. Explain what is felt and heard through various musical tempos and styles.	Explores musical concepts and expression
d. Express thoughts, feelings, and energy through music.	Explores musical concepts and expression
2. Use their body to move to music and express themselves.	
a. Move to different patterns of beat and rhythm in music.	Explores dance and movement concepts
b. Use creative movement to demonstrate feelings, ideas, and concepts.	Explores dance and movement concepts
3. Use a variety of media and materials to create drawings, pictures, or other objects.	
a. Use a variety of materials and techniques to make art creations.	Explores the visual arts
b. Begin to recognize colors (e.g., red, orange, yellow, green, blue, purple, black, white, brown).	Explores the visual arts
c. Create works that reflect experiences or objects.	Explores the visual arts
d. Use basic art tools (e.g., glue, clay, markers, scissors, paintbrushes, and crayons).	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses fingers and whole-arm movements to manipulate and explore objects
e. Compare textures (rough/smooth).	Explores the visual arts
f. Talk to others about his/her art.	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Names familiar people, animals, and objects

4. Portray a variety of events, characters, or stories through drama, props and language.	
a. Identify and express ideas, information, and feelings through dramatic art (e.g., telling stories, make believe).	Uses symbols and images to represent something not present Engages in sociodramatic play Acts out familiar or imaginary scenarios; may use props to stand for something else
b. Use dialogue, actions, and objects to tell a story.	Explores drama through actions and language
c. Assume roles in dramatic play situations characters, or stories through drama, props and language.	Uses symbols and images to represent something not present Engages in sociodramatic play Acts out familiar or imaginary scenarios; may use props to stand for something else
d. Show appreciation of the dramatizations of others.	Explores drama through actions and language

Physical/Health and Safety	
Preschool Foundational Standards	
1.: The child develops fine and gross motor coordination (small and large muscle).	
1. Exhibits fine motor coordination (small muscle).	
a. Manipulates and explores objects:	
i. Builds with a variety of blocks.	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses fingers and whole-arm movements to manipulate and explore objects
ii. Makes line, circles, or scribbles with writing tools.	Demonstrates fine-motor strength and coordination Uses writing and drawing tools Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end
iii. Manipulates small pieces or objects (e.g., puzzle pieces, Unifix cubes, pop beads, lacing, and pegboards, etc.).	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses small, precise finger and hand movements
iv. Digs in sand with spoon or small shovel.	Demonstrates fine-motor strength and coordination Uses fingers and hands Reaches for, touches, and holds objects purposefully
v. Tears paper into small pieces.	Demonstrates fine-motor strength and coordination Uses writing and drawing tools Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end
2. Exhibits gross motor coordination (large muscle).	
a. Participates in activities that develop control and balance during movements that move the child from one place to another (locomotor; e.g., walks forward in a straight line, hops, runs, and jumps over low objects).	Demonstrates balancing skills Sustains balance during simple movement experiences

b. Participates in activities that develop coordination and balance in movements that do not move the child from one place to another (nonlocomotor; e.g., balances on one foot, moves body parts in isolation).	Demonstrates balancing skills Balances while exploring immediate environment
c. Participates in activities that develop control of large muscles to manipulate objects (e.g., throws, catches, and kicks balls; rides wheeled toys).	Demonstrates gross-motor manipulative skills Manipulates balls or similar objects with flexible body movements
d. Participates in activities that develop control of body movement through space (e.g., runs and stops, changes direction while in motion, moves in response to a cue, and dances).	Demonstrates traveling skills Coordinates complex movements in play and games
2.: The child develops an understanding of health and safety.	
1. Shows independence in personal care.	
a. Participates in personal hygiene and care.	Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self
2. Participates in self-selected or organized activities that enhance physical fitness.	
a. Demonstrates awareness that personal boundaries exist.	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs Demonstrates knowledge about self
b. Uses movement to show ideas and feelings.	Explores dance and movement concepts
c. Eats foods from a variety of food groups.	Regulates own emotions and behaviors Takes care of own needs appropriately Takes responsibility for own well-being
3. Practices safety procedures.	
a. Begins to learn outdoor and indoor safety rules.	Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders

Kindergarten Readiness Standards/End of Preschool	
1: The child develops fine and gross motor coordination (small and large muscle).	
1. Exhibits fine motor coordination (small muscle).	
a. Demonstrates a more precise control needed to use everyday objects:	
i. Can use wrist, hand, and fingers to turn objects such as screw lids.	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses refined wrist and finger movements
ii. Can use fingers to button and zip.	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses small, precise finger and hand movements
iii. Coordinates finger and wrist movement to control scissors.	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses refined wrist and finger movements
iv. Can use a single finger to push a button.	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses small, precise finger and hand movements
v. Holds a pencil and other writing tools with a mature pincer grasp (thumb to index finger grasp).	Demonstrates fine-motor strength and coordination Uses writing and drawing tools Uses three-point finger grip and efficient hand placement when writing and drawing
b. Demonstrates eye-hand coordination:	
i. Can coordinate hands to pour from one object to another.	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses refined wrist and finger movements
ii. Can strike at a stationary object.	Demonstrates fine-motor strength and coordination Uses fingers and hands Reaches for, touches, and holds objects purposefully
iii. Coordinates arm and hand movements to create art.	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses refined wrist and finger movements

2. Exhibits gross motor coordination (large muscle).	
a. Demonstrates control and balance during movements that move the child from one place to another (locomotor; e.g., walks forward in a straight line, hops, runs, and jumps over low objects).	Demonstrates balancing skills Sustains balance during simple movement experiences
b. Demonstrates coordination and balance in movements that do not move the child from one place to another (non-locomotor; e.g., balances on one foot, moves body parts in isolation).	Demonstrates balancing skills Balances while exploring immediate environment
c. Demonstrates control of large muscles to manipulate objects (e.g., throws, catches and kicks balls; rides wheeled toys).	Demonstrates gross-motor manipulative skills Reaches, grasps, and releases objects
d. Exhibits control of body movement through space (e.g., runs and stops, changes direction while in motion, moves in response to a cue, and dances).	Demonstrates traveling skills Coordinates complex movements in play and games
2.: The child develops an understanding of health and safety.	
1. Shows independence in personal care.	
a. Develops independence in personal hygiene and care.	Regulates own emotions and behaviors Takes care of own needs appropriately Takes responsibility for own well-being
2. Participates in self-selected or organized activities that enhance physical fitness.	
a. Plays outdoor games.	Participates cooperatively and constructively in group situations Balances needs and rights of self and others Initiates the sharing of materials in the classroom and outdoors
b. Uses outdoor equipment appropriately.	Participates cooperatively and constructively in group situations Balances needs and rights of self and others Initiates the sharing of materials in the classroom and outdoors
c. Begins to maintain personal boundaries while participating in movement activities.	Demonstrates traveling skills Moves purposefully from place to place with control
d. Uses movement to express ideas and feelings.	Explores dance and movement concepts
e. Eats foods from a variety of food groups.	Regulates own emotions and behaviors Takes care of own needs appropriately Takes responsibility for own well-being

3. Practices safety procedures.	
a. Follows outdoor and indoor safety rules.	Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders
b. Begins to identify helpful and harmful substances to the body.	Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders