



Alignment of



The Creative Curriculum[®] *for* Preschool



WITH

**Alignment of *The Creative Curriculum*[®] for Preschool
With
*Wyoming Early Learning Foundations***

This document aligns the content in the *Wyoming Early Learning Foundations* 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.

Wyoming Early Childhood State Advisory Council. (2013). *Wyoming early learning foundations*. Cheyenne, WY: Author. Retrieved from http://issuu.com/elf3-5/docs/13-align-0001_early_learning_guides/1?e=8945347/4234966

Wyoming Early Learning Foundations	How <i>The Creative Curriculum</i>® for Preschool meets Wyoming Early Learning Foundations
Approaches to Learning	
Initiative and Curiosity	
An interest in varied activities, a desire to learn, creativeness, and independence in learning.	
Demonstrates flexibility, imagination, and inventiveness in approaching tasks and activities.	Demonstrates positive approaches to learning Attends and engages Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions
Demonstrates eagerness to learn about and discuss a range of topics, ideas, and tasks.	Demonstrates positive approaches to learning Shows curiosity and motivation Shows eagerness to learn about a variety of topics and ideas
Asks questions and seeks new information.	Demonstrates positive approaches to learning Shows curiosity and motivation Shows eagerness to learn about a variety of topics and ideas
Explores things in the environment and tries to figure out how they work (e.g., how they can be combined, new uses, etc.).	Demonstrates positive approaches to learning Shows curiosity and motivation Shows eagerness to learn about a variety of topics and ideas
Persistence and Attention	
The ability to begin and finish activities with attention and persistence.	
When adults provide resources and activities that children are interested in and allow them to continue to stay involved in meaningful activities that they choose, children will stay interested and engaged for extended periods of time.	Demonstrates positive approaches to learning Attends and engages Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions
Sets goals, develops and follows through on plans.	Demonstrates positive approaches to learning Persists Plans and pursues a variety of appropriately challenging tasks

<p>Resists distractions, maintains attention, and continues the task at hand through frustrations and distractions.</p>	<p>Demonstrates positive approaches to learning Attends and engages Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions</p> <p>Demonstrates positive approaches to learning Persists Plans and pursues a variety of appropriately challenging tasks</p>
<p>Cooperation</p>	
<p>An interest and engagement in group experiences.</p>	
<p>Plans, initiates, and completes learning activities with peers.</p>	<p>Demonstrates positive approaches to learning Attends and engages Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions</p> <p>Demonstrates positive approaches to learning Persists Plans and pursues a variety of appropriately challenging tasks</p>
<p>Joins in cooperative play with others and invites others to play.</p>	<p>Establishes and sustains positive relationships Interacts with peers Initiates, joins in, and sustains positive interactions with a small group of two to three children</p> <p>Demonstrates positive approaches to learning Attends and engages Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions</p>

<p>Models or teaches peers.</p>	<p>Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs</p> <p>Establishes and sustains positive relationships Interacts with peers Initiates, joins in, and sustains positive interactions with a small group of two to three children</p>
<p>Helps, shares, and cooperates in a group.</p>	<p>Establishes and sustains positive relationships Interacts with peers Initiates, joins in, and sustains positive interactions with a small group of two to three children</p> <p>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</p>

Creative Arts Expression	
Music	
The use of the voice and instruments to create sounds.	
Participates in music activities, such as listening, singing, or performing.	Explores musical concepts and expression
Experiments with musical instruments.	Explores musical concepts and expression
Creative Movement and Dance	
The use of the body to move to music and express oneself.	
Expresses what is felt and heard in various musical tempos and styles.	Explores dance and movement concepts
Moves to different patterns of beat and rhythm in music.	Explores dance and movement concepts
Uses creative movement to express concepts, ideas, or feelings.	Explores dance and movement concepts
Visual Arts	
The use of a range of media and materials to create drawings, pictures, or other objects.	
Uses different materials and techniques to make art creations.	Explores the visual arts
Creates artistic work that reflects thoughts, feelings, experiences, or knowledge.	Explores the visual arts
Discusses one's artistic creations and those of others.	Explores the visual arts
Drama	
The portrayal of events, characters, or stories through acting or puppets, using props and language.	
Uses dialogue, actions, and objects to tell a story or express thoughts and feelings about one's self or a character.	Explores drama through actions and language
Uses creativity and imagination to manipulate materials and assume roles in dramatic play situations.	Explores drama through actions and language

Language Development (Common Core Listening and Speaking)	
Receptive Language	
The ability to understand or comprehend language.	
Responds to language during conversations, songs, stories, or other learning experiences.	<ul style="list-style-type: none"> Listens to and understands increasingly complex language Comprehends language <ul style="list-style-type: none"> Responds appropriately to specific vocabulary and simple statements, questions, and stories
Follows one- and two-step directions.	<ul style="list-style-type: none"> Listens to and understands increasingly complex language Follows directions <ul style="list-style-type: none"> Follows directions of two or more steps that relate to familiar objects and experiences
Comprehends increasingly complex and varied vocabulary.	<ul style="list-style-type: none"> Listens to and understands increasingly complex language Comprehends language <ul style="list-style-type: none"> Responds appropriately to specific vocabulary and simple statements, questions, and stories
Comprehends different forms of language, such as questions or exclamations.	<ul style="list-style-type: none"> Listens to and understands increasingly complex language Comprehends language <ul style="list-style-type: none"> Responds appropriately to specific vocabulary and simple statements, questions, and stories
Expressive Language	
The ability to use one or more languages to communicate.	
Engages in communication and conversation with peers and adults.	<ul style="list-style-type: none"> Uses appropriate conversational and other communication skills Engages in conversations <ul style="list-style-type: none"> Engages in conversations of at least three exchanges Uses appropriate conversational and other communication skills Uses social rules of language <ul style="list-style-type: none"> Uses acceptable language and social rules while communicating with others; may need reminders
Uses increasingly complex and varied vocabulary to express ideas and needs.	<ul style="list-style-type: none"> Uses language to express thoughts and needs Uses an expanding expressive vocabulary <ul style="list-style-type: none"> Describes and tells the use of many familiar items

Uses different forms of language such as questions, comments, or explanations.	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items
Asks and answers questions in order to seek help, get information, or clarify something that is not understood.	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items
With guidance and support, uses the conventions of Standard English grammar when speaking.	Uses language to express thoughts and needs Uses conventional grammar Uses complete, four- to six-word sentences Uses appropriate conversational and other communication skills Uses social rules of language Uses acceptable language and social rules while communicating with others; may need reminders
Engages in storytelling by asking and answering questions about key details and requesting clarification.	Uses language to express thoughts and needs Tells about another time or place Tells stories about other times and places that have a logical order and that include major details
Identifies and applies meanings for familiar words.	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items
Identifies real-life connections between words and their use.	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items Remembers and connects experiences Makes connections Draws on everyday experiences and applies this knowledge to a similar situation

Literacy Knowledge and Skills (Common Core English Language Arts)	
Book Appreciation and Knowledge	
The interest in books and their features, and the ability to understand and get meaning from stories and information from books and other texts.	
Shows an interest in shared reading experiences and looking at books independently.	<p>Demonstrates knowledge of print and its uses Uses and appreciates books Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers</p> <p>Demonstrates knowledge of print and its uses Uses print concepts Shows understanding that text is meaningful and can be read</p>
Recognizes how books are read (front to back and one page at a time) and recognizes basic features of books such as title, author, and illustrator.	<p>Demonstrates knowledge of print and its uses Uses and appreciates books Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers</p>
Asks and answers questions and makes comments about printed materials.	<p>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</p>
Shows interest in different kinds of literature—fiction, non-fiction, informational text, poetry—on a range of topics.	<p>Demonstrates knowledge of print and its uses Uses and appreciates books Uses various types of books for their intended purposes</p>
Retells stories or information from books through conversation, artistic works, creative movement, or drama.	<p>Comprehends and responds to books and other texts Retells stories Retells familiar stories using pictures or props as prompts</p>
Relates content to real-life experience.	<p>Remembers and connects experiences Makes connections Draws on everyday experiences and applies this knowledge to a similar situation</p>

Makes connections between illustrations and text.	<p>Demonstrates knowledge of print and its uses Uses print concepts Shows understanding that text is meaningful and can be read</p> <p>Comprehends and responds to books and other texts Uses emergent reading skills Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues</p>
Print Concepts and Conventions	
The concepts about print and early decoding (identifying letter-sound relationships).	
Recognizes print in everyday life, such as numbers, letters, the child's name, words, and familiar logos and signs.	<p>Demonstrates knowledge of print and its uses Uses print concepts Shows understanding that text is meaningful and can be read</p>
Points to writing and asks what it says.	<p>Demonstrates knowledge of print and its uses Uses print concepts Shows understanding that text is meaningful and can be read</p>
Pretends to read following English print conventions of reading right to left and top to bottom of the page.	<p>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</p> <p>Comprehends and responds to books and other texts Uses emergent reading skills Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues</p>
Can point to a word on a page in a book.	<p>Demonstrates knowledge of print and its uses Uses print concepts Shows understanding that text is meaningful and can be read</p>
Recognizes the association between spoken or signed and written words and will ask an adult to write specific words.	<p>Demonstrates knowledge of print and its uses Uses print concepts Shows understanding that text is meaningful and can be read</p>

Phonological Awareness	
An awareness that language can be broken into words, syllables, and smaller pieces of sound.	
Identifies and discriminates between words in language, between separate syllables, and between sounds and phonemes, such as attention to the beginning and ending sounds of words.	Demonstrates phonological awareness Notices and discriminates smaller and smaller units of sound Hears and shows awareness of separate words in sentences
Alphabetical Skills	
The names and sounds associated with letters.	
Recognizes that the letters of the alphabet are a special category of visual graphics that can be individually named.	Demonstrates knowledge of the alphabet Identifies and names letters Recognizes as many as 10 letters, especially those in own name
Recognizes that letters have distinct sound(s) associated with them.	Demonstrates knowledge of the alphabet Uses letter–sound knowledge Identifies the sounds of a few letters
Attends to the beginning letters and sounds in familiar words.	Demonstrates phonological awareness Notices and discriminates alliteration Shows awareness that some words begin the same way
Identifies letters and associates correct sounds with letters.	Demonstrates knowledge of the alphabet Uses letter–sound knowledge Identifies the sounds of a few letters
Identifies name and familiar words (environmental print).	Demonstrates knowledge of the alphabet Identifies and names letters Recognizes as many as 10 letters, especially those in own name

Early Writing	
The familiarity with writing tools, conventions, and emerging skills to communicate through written representations, symbols, and letters.	
Experiments with writing tools and materials.	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
Recognizes that writing is a way of communicating for a variety of purposes, such as giving information, hearing stories, or giving an opinion.	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
Uses scribbles, shapes, pictures, and letters to represent objects, stories, experiences, or ideas.	Demonstrates emergent writing skill Writes to convey meaning Letter strings
Copies, traces, or independently writes letters or words.	Demonstrates emergent writing skill Writes to convey meaning Letter strings
With guidance and support, uses a combination of drawing, dictating, or writing to express an opinion or tell a simple story.	Uses symbols and images to represent something not present Thinks symbolically Draws or constructs, and then identifies what it is
With guidance and support, participates in shared research and writing projects.	Establishes and sustains positive relationships Interacts with peers Initiates, joins in, and sustains positive interactions with a small group of two to three children Demonstrates emergent writing skill Writes to convey meaning Letter strings

Logic and Reasoning	
Reasoning and Problem Solving	
The ability to recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions to a problem.	
Seeks multiple solutions to a question, task, or problem.	<p>Demonstrates positive approaches to learning Persists Plans and pursues a variety of appropriately challenging tasks</p> <p>Demonstrates positive approaches to learning Solves problems Solves problems without having to try every possibility</p>
Recognizes cause-and-effect relationships.	<p>Demonstrates positive approaches to learning Solves problems Solves problems without having to try every possibility</p> <p>Demonstrates positive approaches to learning Shows curiosity and motivation Shows eagerness to learn about a variety of topics and ideas</p>
Classifies, compares, and contrasts objects, events, and experiences.	<p>Uses classification skills Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape</p>
Uses past knowledge to build new knowledge.	<p>Remembers and connects experiences Makes connections Draws on everyday experiences and applies this knowledge to a similar situation</p>

Symbolic Representation	
The use of symbols or objects to represent something else.	
Represents people, places, or things through drawings, movement, and three-dimensional objects.	Uses symbols and images to represent something not present Thinks symbolically Draws or constructs, and then identifies what it is
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
Recognizes the difference between pretend or fantasy situations and reality.	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

Mathematics Knowledge and Skills	
Number Concepts and Quantities	
The understanding that numbers represent quantities and have ordinal properties (number words represent a rank order, particular size, or position in a list).	
Recognizes numbers and quantities in the everyday environment.	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
Recites numbers in the correct order and understands that numbers come “before” or “after” one another.	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
Associates quantities and the names of numbers with written numerals.	Uses number concepts and operations Connects numerals with their quantities Identifies numerals to 5 by name and connects each to counted objects
Uses one-to-one counting and subitizing (identifying the number of objects without counting) to determine quantity.	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
Uses the number name of the last object counted to represent the number of objects in the set.	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

Number Relations and Operations	
The use of numbers to describe relationships and solve problems.	
<p>Uses a range of strategies, such as counting, subitizing (“seeing” how many objects without counting), or matching, to compare quantity in two sets of objects and describes the comparison with terms, such as “more,” “less,” “greater than,” “fewer,” or “equal to.”</p>	<p>Uses number concepts and operations</p> <p>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</p> <p>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</p>
<p>Recognizes that numbers (or sets of objects) can be combined or separated to make another number through the grouping of objects.</p>	<p>Uses number concepts and operations</p> <p>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</p>
<p>Identifies the number of items in a set that is created when items are combined or separated.</p>	<p>Uses number concepts and operations</p> <p>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</p>

Geometry, Patterns, and Spatial Sense	
The understanding of shapes, their properties, and how objects are related to one another. The recognition of patterns, sequencing, and critical thinking skills necessary to predict and classify objects in a pattern.	
Recognizes and names common shapes—their parts and attributes.	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
Combines and separates shapes to make other shapes.	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
Compares objects in size and shape.	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
Can follow directions or name positions of objects, such as “up,” “down,” “in front,” “behind,” “between,” “next to,” and “under.”	Explores and describes spatial relationships and shapes Understands spatial relationships Uses and responds appropriately to positional words indicating location, direction, and distance
Sorts, classifies, and serializes (puts in a pattern) objects, such as by color, shape, and size.	Uses classification skills Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
Recognizes, duplicates, and extends simple patterns.	Demonstrates knowledge of patterns Extends and creates simple repeating patterns
Creates patterns through the repetition of a unit.	Demonstrates knowledge of patterns Extends and creates simple repeating patterns

Measurement and Comparison	
The understanding of attributes and relative properties of objects as related to size, capacity, and area.	
Compares and describes objects using attributes of length, weight, and size (bigger, longer, taller, heavier).	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
Orders objects by size or length.	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
Uses nonstandard and standard techniques and tools to measure and compare.	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
Sorts objects by count (more or less).	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

Physical Development and Health	
Physical Health Status	
The maintenance of healthy and age-appropriate physical well-being.	
Possesses good overall health, including oral, visual, and auditory health, and is free from communicable or preventable diseases.	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
Participates in prevention and management of chronic health conditions and avoids toxins such as lead.	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
Maintains physical growth within the Centers for Disease Control and Prevention (CDC) recommended ranges for weight by height and age.	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
Gets sufficient rest and exercise to support healthy development.	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
Health Knowledge and Practice	
The understanding of healthy, safe habits and practicing healthy habits.	
Completes personal care tasks, such as dressing, brushing teeth, toileting, and washing hands independently from adults.	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
Communicates an understanding of the importance of health and safety routines and rules.	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
Follows basic health and safety rules and responds appropriately to harmful or unsafe situations.	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
Distinguishes food on a continuum from most healthy to least healthy.	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs

Eats a variety of nutritious foods.	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
Participates in structured and unstructured physical activities.	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
Recognizes the importance of doctor and dentist visits.	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
Cooperates during doctor and dentist visits and health and developmental screenings.	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
Gross Motor	
The control of large muscles for movement, navigation, and balance.	
Develops motor control and balance for a range of physical activities, such as walking, propelling a wheelchair or mobility device, skipping, running, climbing, and hopping.	Demonstrates traveling skills Moves purposefully from place to place with control Demonstrates balancing skills Sustains balance during simple movement experiences
Develops motor coordination and skill in using objects for a range of physical activities, such as pulling, throwing, catching, kicking, bouncing or hitting balls, and riding a tricycle.	Demonstrates balancing skills Sustains balance during simple movement experiences Demonstrates gross-motor manipulative skills Manipulates balls or similar objects with flexible body movements
Understands movement concepts, such as control of the body, how the body moves (such as an awareness of space and directionality), and that the body can move independently or in coordination with other objects.	Demonstrates balancing skills Sustains balance during simple movement experiences Demonstrates gross-motor manipulative skills Manipulates balls or similar objects with flexible body movements

Fine Motor	
The control of small muscles for such purposes as using utensils, self-care, building, and exploring.	
Uses hands to manipulate objects, fasteners, tools, and toys using a variety of grasps.	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses refined wrist and finger movements
Turns pages in a book.	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses refined wrist and finger movements
Builds block towers and structures with a variety of materials.	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses refined wrist and finger movements
Manipulates writing, drawing, and art tools.	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses refined wrist and finger movements

Science Knowledge and Skills	
Scientific Skills and Method	
The skills to observe and collect information and use it to ask questions, predict, explain, and draw conclusions.	
Uses senses and tools, including technology, to gather information, investigate materials, and observe processes and relationships.	Uses scientific inquiry skills
Observes and discusses common properties, differences, and comparisons among objects.	Uses scientific inquiry skills
Participates in simple investigations to form hypotheses, gather observations, draw conclusions, and form generalizations.	Uses scientific inquiry skills
Collects, describes, and records information through discussions, drawings, maps, and charts.	Uses scientific inquiry skills
Describes and discusses predictions, explanations, and generalizations based on past experience.	Remembers and connects experiences Makes connections Draws on everyday experiences and applies this knowledge to a similar situation Uses scientific inquiry skills

Conceptual Knowledge of the Natural and Physical World	
The acquisition of concepts and facts related to the natural and physical world and the understanding of naturally occurring relationships.	
Observes, describes, and discusses living things and natural processes.	<p>Uses scientific inquiry skills</p> <p>Demonstrates knowledge of the characteristics of living things</p> <p>Demonstrates knowledge of Earth's environment</p>
Observes, describes, and discusses properties of materials and transformation of substances.	<p>Uses scientific inquiry skills</p> <p>Demonstrates knowledge of the physical properties of objects and materials</p> <p>Demonstrates knowledge of Earth's environment</p>
Begins to learn concepts related to: Physical Sciences, Life Sciences, Earth and Space Sciences, and Engineering/Technology/Applications of Science.	<p>Uses scientific inquiry skills</p> <p>Demonstrates knowledge of the characteristics of living things</p> <p>Demonstrates knowledge of the physical properties of objects and materials</p> <p>Uses tools and other technology to perform tasks</p>

Social and Emotional Development	
Social Relationships	
The healthy relationships and interactions with adults and peers.	
Communicates with familiar adults and accepts or requests guidance.	Establishes and sustains positive relationships Forms relationships with adults Engages with trusted adults as resources and to share mutual interests
Cooperates with others.	Establishes and sustains positive relationships Interacts with peers Uses successful strategies for entering groups
Develops friendships with peers.	Establishes and sustains positive relationships Interacts with peers Uses successful strategies for entering groups Establishes and sustains positive relationships Makes friends Plays with one or two preferred playmates
Establishes secure relationships with adults.	Establishes and sustains positive relationships Forms relationships with adults Engages with trusted adults as resources and to share mutual interests
Uses socially appropriate behavior with peers and adults. Socially appropriate behavior in this age group means participating in activities that promote helping, sharing, and taking turns.	Regulates own emotions and behaviors Manages feelings Is able to look at a situation differently or delay gratification
Resolves conflict with peers alone and/or with adult intervention as appropriate.	Participates cooperatively and constructively in group situations Solves social problems Suggests solutions to social problems
Uses words and actions to assert self in socially appropriate ways.	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs

Recognizes and labels others' emotions.	Establishes and sustains positive relationships Responds to emotional cues Identifies basic emotional reactions of others and their causes accurately
Expresses empathy and sympathy to peers.	Establishes and sustains positive relationships Responds to emotional cues Identifies basic emotional reactions of others and their causes accurately
Recognizes how actions affect others and accepts consequences. of one's actions.	Participates cooperatively and constructively in group situations Solves social problems Suggests solutions to social problems
Demonstrates affection in socially appropriate ways by offering compliments, choosing to sit next to a peer, offering a toy, etc.	Establishes and sustains positive relationships Responds to emotional cues Identifies basic emotional reactions of others and their causes accurately
Self-Concept and Self-Efficacy	
The perception that one is capable of successfully making decisions, accomplishing tasks, and meeting goals.	
Identifies personal characteristics, preferences, thoughts, and feelings.	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
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
Shows confidence in a range of abilities and in the capacity to accomplish tasks and take on new tasks.	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
Demonstrates age-appropriate 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

Self-Regulation	
The ability to recognize and regulate emotions, attention, impulses, and behavior.	
Recognizes and labels emotions.	Establishes and sustains positive relationships Responds to emotional cues Identifies basic emotional reactions of others and their causes accurately
Handles impulses and behavior with minimal direction from adults.	Regulates own emotions and behaviors Manages feelings Is able to look at a situation differently or delay gratification
Follows simple rules, routines, and directions.	Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders
Shifts attention between tasks and moves through transitions with minimal direction.	Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders
Emotional and Behavioral Health	
A healthy range of emotional expression and learning positive alternatives to aggressive or isolating behaviors.	
Expresses a range of emotions appropriately, such as excitement, happiness, sadness, and fear.	Regulates own emotions and behaviors Manages feelings Is able to look at a situation differently or delay gratification
Refrains from disruptive, aggressive, angry, or defiant behaviors.	Regulates own emotions and behaviors Manages feelings Is able to look at a situation differently or delay gratification
Adapts to new environments with appropriate emotions and behaviors.	Regulates own emotions and behaviors Manages feelings Is able to look at a situation differently or delay gratification Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs

Social Studies Knowledge and Skills	
Self, Family, and Community	
The understanding of one’s relationship to the family and community, roles in the family and community, and respect for diversity.	
Identifies personal and family structure.	Demonstrates knowledge about self
Identifies similarities and respects differences among people.	Shows basic understanding of people and how they live
Recognizes a variety of jobs and the work associated with them.	Shows basic understanding of people and how they live
Explains (or tells) reasons for rules in the home and classroom and for laws in the community.	Shows basic understanding of people and how they live
Describes or draws aspects of the geography of the classroom, home, and community.	Demonstrates simple geographic knowledge
People and the Environment	
The understanding of the relationship between people and the environment in which they live.	
Recognizes aspects of the environment, such as roads, buildings, trees, gardens, bodies of water, or land formations.	Shows basic understanding of people and how they live
Recognizes that people share the environment with other people, animals, and plants.	Shows basic understanding of people and how they live
Recognizes how people can take care of the environment through activities, such as recycling.	Demonstrates knowledge of Earth’s environment
History and Events	
The understanding that events happened in the past and how these events relate to one’s self, family, and community.	
Differentiates between past, present, and future.	Explores change related to familiar people or places
Recognizes events that happened in the past, such as family or personal history.	Explores change related to familiar people or places
Identifies that how people live and what they do changes over time.	Explores change related to familiar people or places