



Alignment of



The Creative Curriculum[®]
for Preschool



WITH

Alignment of *The Creative Curriculum*[®] for Preschool
With
Montana Early Learning Standards

This document aligns the content in the *Montana Early Learning 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

Montana Early Learning Standards Task Force. (2014). *Montana early learning standards*. Helena, MT: Author. Retrieved from <http://opi.mt.gov/pdf/EarlyChildhood/14MarEarlyLearningStandards.pdf>

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

<i>Montana Early Learning Standards</i>	<i>How The Creative Curriculum® for Preschool meets Montana Early Learning Standards</i>
Core Domain 1: Emotional and Social	
Infancy to Preschool	
Culture, Family, and Community	
1.1 - Culture	
Children develop an awareness of and appreciation for the similarities and differences between themselves and others.	
a. Distinguish primary caregiver from others	Regulates own emotions and behaviors Manages feelings Uses adult support to calm self Establishes and sustains positive relationships Forms relationships with adults Demonstrates a secure attachment to one or more adults
b. Notice others' physical characteristics	Establishes and sustains positive relationships Forms relationships with adults Demonstrates a secure attachment to one or more adults Shows basic understanding of people and how they live
c. Interact with diverse groups and individuals	Shows basic understanding of people and how they live
d. Know poems, songs, and stories from a variety of cultures and people, including his or her own family	Shows basic understanding of people and how they live
e. Explore gender roles through dramatic 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
f. Demonstrate awareness and appreciation for own cultural background and heritage	Demonstrates knowledge about self
g. Ask questions about other children and adults	Shows basic understanding of people and how they live

h. Demonstrate respect for similarities and differences	Shows basic understanding of people and how they live
i. Describe differences between people in different ages and stages	Shows basic understanding of people and how they live Explores change related to familiar people or places
j. Demonstrate knowledge as well as awareness and appreciation for own culture	Demonstrates knowledge about self
k. Recognize stereotypes that are culturally or linguistically unfair as well as other biased behaviors	Shows basic understanding of people and how they live
l. Demonstrate awareness, knowledge, and appreciation for another culture	Shows basic understanding of people and how they live
1.2 - Family	
Children develop an awareness of and appreciation for the functions, contributions, and diverse characteristics of families.	
a. Focus on and respond to familiar voices or faces	Listens to and understands increasingly complex language Comprehends language Shows an interest in the speech of others Demonstrates positive approaches to learning Attends and engages Pays attention to sights and sounds
b. Show preference for and seek comfort from a familiar adult	Establishes and sustains positive relationships Forms relationships with adults Demonstrates a secure attachment to one or more adults
c. Exhibit separation anxiety or discomfort at the departure of a familiar adult	Establishes and sustains positive relationships Forms relationships with adults Demonstrates a secure attachment to one or more adults
d. Use gestures, words, or glances to stay connected with familiar adults	Establishes and sustains positive relationships Forms relationships with adults Uses trusted adult as a secure base from which to explore the world
e. Respond when approached by an unfamiliar adult	Establishes and sustains positive relationships Forms relationships with adults Manages separations without distress and engages with trusted adults

f. Identify family members verbally and through gestures	Establishes and sustains positive relationships Forms relationships with adults Demonstrates a secure attachment to one or more adults
g. Describe family members' roles and responsibilities and their contribution to the function of the family	Demonstrates knowledge about self
h. Describe family relationships	Demonstrates knowledge about self
i. Identify oneself as a member of a family and describe her family in a variety of ways	Demonstrates knowledge about self
j. Recognize similarities and differences between his family and other families	Demonstrates knowledge about self
1.3 - Community	
Children develop an understanding of the basic principles of how communities function, including work roles and commerce.	
a. Watch other children	Establishes and sustains positive relationships Interacts with peers Plays near other children; uses similar materials or actions
b. Interact with other children	Establishes and sustains positive relationships Interacts with peers Plays near other children; uses similar materials or actions
c. Participate in parallel play next to another child	Establishes and sustains positive relationships Interacts with peers Plays near other children; uses similar materials or actions
d. Recognize and use the names of peers	Establishes and sustains positive relationships Makes friends Seeks a preferred playmate; shows pleasure when seeing a friend
e. Play the role of different family or community members	Uses symbols and images to represent something not present Engages in sociodramatic play Imitates actions of others during play; uses real objects as props
f. Demonstrate a beginning awareness of the function of money and commerce	Shows basic understanding of people and how they live
g. Recognize community workers and describe their jobs	Shows basic understanding of people and how they live

h. Demonstrate community-building skills	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
i. Describe what she wants to be when grown up	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
Emotional Development	
1.4 – Self-Concept	
Children develop an awareness and appreciation of themselves as unique, competent, and capable individuals.	
a. Explore hands and feet with fascination	Demonstrates positive approaches to learning Shows curiosity and motivation Uses senses to explore the immediate environment Demonstrates knowledge about self
b. Notice and prefer people’s faces	Listens to and understands increasingly complex language Comprehends language Shows an interest in the speech of others Demonstrates positive approaches to learning Attends and engages Pays attention to sights and sounds
c. React to hearing his or her own name	Listens to and understands increasingly complex language Comprehends language Shows an interest in the speech of others Demonstrates positive approaches to learning Attends and engages Pays attention to sights and sounds
d. Recognize own body as belonging to self	Demonstrates knowledge about self
e. Show pleasure or pride when achieving a skill	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs

f. Use the words, “me” and “mine” to claim his or her property	<p>Uses language to express thoughts and needs Uses conventional grammar Uses three- to four-word sentences; may omit some words or use some words incorrectly</p> <p>Demonstrates knowledge about self</p>
g. Name different body parts	Demonstrates knowledge about self
h. Engage in play that he or she has chosen	<p>Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self</p> <p>Demonstrates positive approaches to learning Attends and engages Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments</p>
i. Describe personal preferences and interests	<p>Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs</p> <p>Demonstrates knowledge about self</p>
1.5 – Self-Efficacy	
Children demonstrate a belief in their abilities.	
a. Respond to attention	<p>Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs</p> <p>Uses appropriate conversational and other communication skills Engages in conversations Engages in simple back-and-forth exchanges with others</p>
b. Smile at a mirrored image	Demonstrates knowledge about self
c. Show likes and dislikes	<p>Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self</p>

d. Repeat an action to get an effect	Demonstrates positive approaches to learning Persists Repeats actions to obtain similar results
e. Recognize self in a picture or mirror	Demonstrates knowledge about self
f. Accept and adjust when things do not go his way	Regulates own emotions and behaviors Manages feelings Is able to look at a situation differently or delay gratification Regulates own emotions and behaviors Follows limits and expectations Accepts redirection from adults Demonstrates positive approaches to learning Persists Practices an activity many times until successful
g. Act as though her experiences and needs are a priority to everyone or can be generalized to everyone	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
h. Take risks to try new things	Demonstrates positive approaches to learning Shows curiosity and motivation Shows eagerness to learn about a variety of topics and ideas
i. Exhibit independence	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
1.6 – Self-Regulation	
Children manage their internal states, feelings, and behavior, and develop the ability to adapt to diverse situations and environments.	
a. Fuss or cry when hungry, tired, wet, or over-stimulated	Regulates own emotions and behaviors Takes care of own needs appropriately Indicates needs and wants; participates as adult attends to needs
b. Calm and relax when comforted	Regulates own emotions and behaviors Manages feelings Uses adult support to calm self

c. Develop increasing consistency in sleeping, eating, and waking patterns	Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self Demonstrates knowledge of patterns Shows interest in simple patterns in everyday life
d. Follow a few consistently set rules and routines	Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders
e. Rely on adults for reassurance and help in controlling feelings and behaviors	Regulates own emotions and behaviors Manages feelings Comforts self by seeking out special object or person
f. Strive for independence	Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self
g. Recognize own needs and take steps to fulfill them	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
h. Explore social cause and effect	Establishes and sustains positive relationships Responds to emotional cues Demonstrates concern about the feelings of others Participates cooperatively and constructively in group situations Solves social problems Suggests solutions to social problems
i. Show empathy for others when he or she sees the consequences of his or her actions	Establishes and sustains positive relationships Responds to emotional cues Demonstrates concern about the feelings of others Participates cooperatively and constructively in group situations Solves social problems Suggests solutions to social problems

j. Participate in developing program rules and guidelines for group games and interactive play and pay attention when rules are not followed	Participates cooperatively and constructively in group situations Solves social problems Suggests solutions to social problems
1.7 – Expression of Emotions	
Children express a wide and varied range of feelings through their facial expressions, gestures, behaviors, and words.	
a. Release tension and get needs met by fussing, crying, babbling, yawning, laughing, or trembling	Regulates own emotions and behaviors Takes care of own needs appropriately Indicates needs and wants; participates as adult attends to needs
b. Calm self when upset	Regulates own emotions and behaviors Manages feelings Comforts self by seeking out special object or person
c. Shift attention away from a distressing event to manage emotions	Regulates own emotions and behaviors Manages feelings Is able to look at a situation differently or delay gratification
d. Use gestures, words, or facial expressions to communicate feelings and seek help in order to calm him or herself	Regulates own emotions and behaviors Manages feelings Comforts self by seeking out special object or person Regulates own emotions and behaviors Takes care of own needs appropriately Indicates needs and wants; participates as adult attends to needs Uses language to express thoughts and needs Uses an expanding expressive vocabulary Vocalizes and gestures to communicate

<p>e. Use words and dramatic play to describe, understand, and control impulses and feelings</p>	<p>Regulates own emotions and behaviors Manages feelings Comforts self by seeking out special object or person</p> <p>Uses language to express thoughts and needs Uses an expanding expressive vocabulary Names familiar people, animals, and objects</p> <p>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</p>
<p>f. Respond to another's emotional reactions</p>	<p>Establishes and sustains positive relationships Responds to emotional cues Demonstrates concern about the feelings of others</p>
<p>g. Seek adult assistance for help resolving strong emotions</p>	<p>Regulates own emotions and behaviors Manages feelings Comforts self by seeking out special object or person</p>
<p>h. Associate emotions with words and facial expressions and communicate his or her feelings</p>	<p>Regulates own emotions and behaviors Manages feelings Controls strong emotions in an appropriate manner most of the time</p> <p>Establishes and sustains positive relationships Responds to emotional cues Reacts to others' emotional expressions</p>
<p>i. Express a deeper and wider range of emotions</p>	<p>Regulates own emotions and behaviors Manages feelings Controls strong emotions in an appropriate manner most of the time</p> <p>Establishes and sustains positive relationships Responds to emotional cues Reacts to others' emotional expressions</p>
<p>j. Modify behaviors and emotions based on the environment and situation</p>	<p>Regulates own emotions and behaviors Manages feelings Is able to look at a situation differently or delay gratification</p>

Social Development	
1.8 – Interactions with Adults	
Children show trust, develop emotional bonds, and interact comfortably with adults.	
a. Show preference for and seek comfort from a familiar adult	Establishes and sustains positive relationships Forms relationships with adults Demonstrates a secure attachment to one or more adults
b. Establish and maintain positive interactions with caregivers	Establishes and sustains positive relationships Forms relationships with adults Uses trusted adult as a secure base from which to explore the world
c. Demonstrate feeling safe with familiar adults	Establishes and sustains positive relationships Forms relationships with adults Manages separations without distress and engages with trusted adults
d. Respond appropriately to familiar adults' greetings	Establishes and sustains positive relationships Responds to emotional cues Reacts to others' emotional expressions
e. Respond to requests made by familiar adults	Regulates own emotions and behaviors Follows limits and expectations Accepts redirection from adults Listens to and understands increasingly complex language Follows directions Follows simple requests not accompanied by gestures
f. Use pretend play as a way of making sense of relationships	Uses symbols and images to represent something not present Thinks symbolically Draws or constructs, and then identifies what it is
g. Initiate and maintain interactions with adults using conversation or play	Establishes and sustains positive relationships Forms relationships with adults Engages with trusted adults as resources and to share mutual interests Uses appropriate conversational and other communication skills Engages in conversations Initiates and attends to brief conversations

h. Express appropriate affection for significant adults	Establishes and sustains positive relationships Forms relationships with adults Uses trusted adult as a secure base from which to explore the world
i. Seek adult affirmations	Establishes and sustains positive relationships Forms relationships with adults Manages separations without distress and engages with trusted adults
1.9 – Interaction with Peers	
Children interact and build relationships with peers as they expand their world beyond the family and develop skills in cooperation, negotiation, and showing empathy.	
a. Show interest in other children	Establishes and sustains positive relationships Interacts with peers Plays near other children; uses similar materials or actions
b. Respond to the emotions and actions of other children	Establishes and sustains positive relationships Responds to emotional cues Reacts to others' emotional expressions
c. Interact with familiar peers	Establishes and sustains positive relationships Interacts with peers Plays near other children; uses similar materials or actions
d. Play side by side with another child	Establishes and sustains positive relationships Interacts with peers Plays near other children; uses similar materials or actions
e. Participate in turn-taking when assisted by an adult	Participates cooperatively and constructively in group situations Balances needs and rights of self and others Takes turns
f. React to another child's attempts to take away a toy, and look to an adult for assistance	Participates cooperatively and constructively in group situations Solves social problems Seeks adult help to resolve social problems
g. Prefer certain playmates and develop warm bonds with peers	Establishes and sustains positive relationships Makes friends Plays with one or two preferred playmates

h. Negotiate play with small groups of children	Establishes and sustains positive relationships Interacts with peers Uses successful strategies for entering groups Participates cooperatively and constructively in group situations Balances needs and rights of self and others Takes turns
h. Cooperate with others	Establishes and sustains positive relationships Interacts with peers Uses successful strategies for entering groups Participates cooperatively and constructively in group situations Balances needs and rights of self and others Takes turns
i. Use problem-solving strategies when conflicts arise with peers	Participates cooperatively and constructively in group situations Solves social problems Resolves social problems through negotiation and compromise

Core Domain 2: Physical	
Infancy to Preschool	
Physical Development	
2.1 – Fine Motor Skills	
Children develop small muscle strength, coordination, and skills.	
a. Grasp a person’s finger	Demonstrates fine-motor strength and coordination Uses fingers and hands Reaches for, touches, and holds objects purposefully
b. Explore toys and objects with hands and mouth	Demonstrates positive approaches to learning Shows curiosity and motivation Uses senses to explore the immediate environment
c. Exhibit a variety of small motor skills	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses fingers and whole-arm movements to manipulate and explore objects
d. Scribble with a crayon or marker	Demonstrates emergent writing skills Writes name Scribbles or marks Demonstrates emergent writing skills Writes to convey meaning Scribbles or marks
e. Engage in self-help skills	Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self
f. Perform increasingly more sophisticated actions requiring eye-hand coordination	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses refined wrist and finger movements

2.2 – Gross Motor Skills	
Children develop large muscle strength, coordination, and skills.	
a. Exhibit physical reflexes in response to stimulation	<p>Demonstrates gross-motor manipulative skills Reaches, grasps, and releases objects</p> <p>Demonstrates positive approaches to learning Attends and engages Pays attention to sights and sounds</p>
b. Develop muscle tone and strength in trunk, neck, head, arms, and legs	<p>Demonstrates traveling skills Moves to explore immediate environment</p> <p>Demonstrates balancing skills Balances while exploring immediate environment</p>
c. Use developing motor skills to move more independently	<p>Demonstrates traveling skills Moves to explore immediate environment</p> <p>Demonstrates balancing skills Balances while exploring immediate environment</p>
d. Develop coordination to use motor skills with toys	<p>Demonstrates gross-motor manipulative skills Reaches, grasps, and releases objects</p> <p>Demonstrates fine-motor strength and coordination Uses fingers and hands Uses fingers and whole-arm movements to manipulate and explore objects</p>
e. Demonstrate skills to move in the environment	<p>Demonstrates traveling skills Experiments with different ways of moving</p>
f. Refine motor coordination and skills to play with toys and people	<p>Demonstrates gross-motor manipulative skills Manipulates balls or similar objects with stiff body movements</p>

g. Demonstrate increased ability to use skills requiring balance	Demonstrates traveling skills Experiments with different ways of moving Demonstrates balancing skills Experiments with different ways of balancing
h. Perform large motor movement alone or with others	Demonstrates traveling skills Coordinates complex movements in play and games Demonstrates balancing skills Sustains balance during complex movement experiences
i. Manipulate objects with large muscles	Demonstrates gross-motor manipulative skills Manipulates balls or similar objects with a full range of motion
2.3 – Sensorimotor Development	
Children use all the senses to explore the environment and develop skills through sight, smell, touch, taste, and sound.	
a. Respond to touch, movement, and sound	Demonstrates positive approaches to learning Attends and engages Pays attention to sights and sounds
b. Focus eyes on near and far objects	Demonstrates positive approaches to learning Attends and engages Pays attention to sights and sounds
c. Calm with assistance	Regulates own emotions and behaviors Manages feelings Comforts self by seeking out special object or person
d. Explore the environment with mouth and hands and respond to different textures	Demonstrates positive approaches to learning Shows curiosity and motivation Uses senses to explore the immediate environment
e. Manipulate materials to explore sound	Demonstrates positive approaches to learning Shows curiosity and motivation Explores and investigates ways to make something happen

f. Demonstrate an awareness of her body in space	Demonstrates traveling skills Moves purposefully from place to place with control Demonstrates knowledge about self
g. Practice sensory integration	Demonstrates positive approaches to learning Shows curiosity and motivation Uses senses to explore the immediate environment
h. Adapt movements to specific situations	Demonstrates traveling skills Moves purposefully from place to place with control Demonstrates balancing skills Sustains balance during simple movement experiences
i. Demonstrate concepts through movement	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
Health, Safety, and Personal Care	
2.4 – Daily Living Skills	
Children demonstrate personal health and hygiene skills as they develop and practice basic care routines.	
a. React to participation in daily routines	Regulates own emotions and behaviors Takes care of own needs appropriately Indicates needs and wants; participates as adult attends to needs
b. Demonstrate increased ability to self-soothe and fall asleep	Regulates own emotions and behaviors Manages feelings Comforts self by seeking out special object or person
c. Indicate needs and wants	Regulates own emotions and behaviors Takes care of own needs appropriately Indicates needs and wants; participates as adult attends to needs
d. Take an interest in meeting physical needs	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs

e. Participate in healthy routines	Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self
f. Communicate with an adult when not feeling well	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items
g. Participate in bathroom routines with growing independence	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
2.5 - Nutrition	
Children eat and enjoy a variety of nutritional foods and develop healthy eating practices.	
a. Eat to satisfaction	Regulates own emotions and behaviors Takes care of own needs appropriately Indicates needs and wants; participates as adult attends to needs
b. Explore foods with fingers	Demonstrates positive approaches to learning Shows curiosity and motivation Uses senses to explore the immediate environment
c. Consume a variety of healthy foods from all five food groups	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
d. Consume appropriate amounts of healthy beverages	Regulates own emotions and behaviors Takes care of own needs appropriately Takes responsibility for own well-being
e. Participate in meals	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
f. Identify healthy foods options	Regulates own emotions and behaviors Takes care of own needs appropriately Takes responsibility for own well-being

2.6 – Physical Fitness	
Children demonstrate healthy behaviors that contribute to lifelong well-being through physical activity.	
a. Attempt new large and small motor activities	<p>Demonstrates traveling skills Moves to explore immediate environment</p> <p>Demonstrates gross-motor manipulative skills Reaches, grasps, and releases objects</p> <p>Demonstrates fine-motor strength and coordination Uses fingers and hands Reaches for, touches, and holds objects purposefully</p>
b. Participate in simple movement games	<p>Demonstrates traveling skills Moves purposefully from place to place with control</p>
c. Initiate active play, exploration, and engagement with the environment	<p>Demonstrates traveling skills Moves purposefully from place to place with control</p>
d. Participate in simple games, dance, outdoor play, and other forms of movement	<p>Demonstrates traveling skills Moves purposefully from place to place with control</p> <p>Explores dance and movement concepts</p>
e. Engage in activities requiring new skills, without adult assistance	<p>Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs</p> <p>Demonstrates positive approaches to learning Shows curiosity and motivation Shows eagerness to learn about a variety of topics and ideas</p>
f. Participate in physically active games with peers	<p>Demonstrates traveling skills Moves purposefully from place to place with control</p>
g. Recognize the positive feelings experienced during and after physical activity	<p>Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs</p>

2.7 – Safety Practices and Awareness of Rules	
Children develop an awareness and understanding of safety rules as they learn to make safe and appropriate choices.	
a. Show a preference for familiar people and recognize the difference between familiar people and strangers	Establishes and sustains positive relationships Forms relationships with adults Manages separations without distress and engages with trusted adults
b. Respond to cues from a caregiver regarding obvious signs of danger or previous warnings	Regulates own emotions and behaviors Follows limits and expectations Accepts redirection from adults
c. Respond to warnings and redirection for unsafe behaviors and situations, although not consistently	Regulates own emotions and behaviors Follows limits and expectations Accepts redirection from adults
d. Recognize rules and follow basic safety instructions	Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders
e. Identify who has hurt or made him or her feel bad	Participates cooperatively and constructively in group situations Solves social problems Seeks adult help to resolve social problems
f. Understand and anticipate potential consequences of disregarding rules	Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs

g. Recognize and describe the reasons for rules	Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders
h. Make choices about behaviors or activities when presented with alternatives	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
i. Control or appropriately express intense emotions most of the time	Regulates own emotions and behaviors Manages feelings Is able to look at a situation differently or delay gratification

Core Domain 3: Communication	
Infancy to Preschool	
Communication and Language Development	
3.1 - Receptive Communication	
Children use listening and observation skills to make sense of and respond to spoken language and other forms of communication. Children enter into the exchange of information around what they see, hear, and experience. They begin to acquire an understanding of the concepts of language that contribute to learning.	
a. React to familiar voices, sounds, words, facial expressions, and gestures	Demonstrates positive approaches to learning Attends and engages Pays attention to sights and sounds
b. React to simple, familiar words and actions	Listens to and understands increasingly complex language Comprehends language Shows an interest in the speech of others Demonstrates positive approaches to learning Attends and engages Pays attention to sights and sounds
c. Respond to simple “where” questions with words, gestures, or actions	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Vocalizes and gestures to communicate
d. Follow simple one-step directions related to her immediate and visible context	Listens to and understands increasingly complex language Follows directions Responds to simple verbal requests accompanied by gestures or tone of voice
e. Use one or two words to respond to “what,” “who,” “whose,” and “where” questions in context	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Names familiar people, animals, and objects

f. Respond to songs, rhymes, or stories	<p>Demonstrates phonological awareness Notices and discriminates rhyme Joins in rhyming songs and games</p> <p>Demonstrates phonological awareness Notices and discriminates alliteration Sings songs and recites rhymes and refrains with repeating initial sounds</p>
g. Follow a two-step interrelated direction	<p>Listens to and understands increasingly complex language Follows directions Follows directions of two or more steps that relate to familiar objects and experiences</p>
h. Demonstrate an understanding of words that describe spatial concepts	<p>Explores and describes spatial relationships and shapes Understands spatial relationships Follows simple directions related to position (in, on, under, up, down)</p>
i. Use and respond to “how,” “why,” and “when” questions appropriately	<p>Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items</p>
j. Follow three and four-step directions	<p>Listens to and understands increasingly complex language Follows directions Follows detailed, instructional, multistep directions</p>
k. Focus on the meaning of words to enhance understanding and build vocabulary	<p>Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items</p>

3.2 - Expressive Communication	
Children develop skills in using sounds, facial expressions, gestures, and words for a variety of purposes, such as to help adults and others understand their needs, ask questions, express feelings and ideas, and solve problems.	
a. Use a variety of sounds to communicate	<p>Uses language to express thoughts and needs Uses an expanding expressive vocabulary Vocalizes and gestures to communicate</p> <p>Uses language to express thoughts and needs Speaks clearly Babbles strings of single consonant sounds and combines sounds</p>
b. Make sounds or signs in response to people and the environment	<p>Uses language to express thoughts and needs Uses an expanding expressive vocabulary Vocalizes and gestures to communicate</p> <p>Uses language to express thoughts and needs Speaks clearly Babbles strings of single consonant sounds and combines sounds</p> <p>Uses appropriate conversational and other communication skills Engages in conversations Engages in simple back-and-forth exchanges with others</p>
c. Experiment making different sounds	<p>Uses language to express thoughts and needs Uses an expanding expressive vocabulary Vocalizes and gestures to communicate</p> <p>Uses language to express thoughts and needs Speaks clearly Babbles strings of single consonant sounds and combines sounds</p>
d. Combine words and gestures	<p>Uses language to express thoughts and needs Speaks clearly Uses some words and word-like sounds and is understood by most familiar people</p>

e. Use consistent combinations of sounds or signs to indicate specific objects or people	<p>Uses language to express thoughts and needs</p> <p>Speaks clearly</p> <p>Uses some words and word-like sounds and is understood by most familiar people</p>
f. Respond to simple requests or comments with non-verbal or verbal answer	<p>Listens to and understands increasingly complex language</p> <p>Comprehends language</p> <p>Identifies familiar people, animals, and objects when prompted</p>
g. Use single words to communicate	<p>Uses language to express thoughts and needs</p> <p>Speaks clearly</p> <p>Uses some words and word-like sounds and is understood by most familiar people</p> <p>Uses language to express thoughts and needs</p> <p>Uses conventional grammar</p> <p>Uses one- or two-word sentences or phrases</p>
h. Ask others to label unfamiliar objects.	<p>Listens to and understands increasingly complex language</p> <p>Comprehends language</p> <p>Responds appropriately to complex statements, questions, vocabulary, and stories</p>
i. Produce two-word phrases	<p>Uses language to express thoughts and needs</p> <p>Uses conventional grammar</p> <p>Uses one- or two-word sentences or phrases</p>
j. Talk or vocalize to self during play	<p>Uses language to express thoughts and needs</p> <p>Speaks clearly</p> <p>Uses some words and word-like sounds and is understood by most familiar people</p>
k. Use multi-word phrases and full sentences	<p>Uses language to express thoughts and needs</p> <p>Uses conventional grammar</p> <p>Uses complete, four- to six-word sentences</p>
l. Express feelings with words The child may use words appropriately to express emotions, such as happy, excited, sad, tired, or scared.	<p>Uses language to express thoughts and needs</p> <p>Uses an expanding expressive vocabulary</p> <p>Describes and tells the use of many familiar items</p>

m. Initiate and participate in conversations with peers and adults	Uses appropriate conversational and other communication skills Engages in conversations Engages in conversations of at least three exchanges
n. Use increasingly longer sentences	Uses language to express thoughts and needs Uses conventional grammar Uses complete, four- to six-word sentences
o. Demonstrate correct grammar usage more consistently	Uses language to express thoughts and needs Uses conventional grammar Uses complete, four- to six-word sentences
p. Use new words	Uses language to express thoughts and needs Speaks clearly Is understood by most people; may mispronounce new, long, or unusual words
q. Relate a story or event with increasing detail and coherence	Uses language to express thoughts and needs Tells about another time or place Tells elaborate stories that refer to other times and places
3.3 – Social Communication	
Children develop skills that help them interact and communicate with others in effective ways.	
a. Gaze at familiar adults	Demonstrates positive approaches to learning Attends and engages Pays attention to sights and sounds
b. Respond when name is said	Listens to and understands increasingly complex language Comprehends language Shows an interest in the speech of others Demonstrates positive approaches to learning Attends and engages Pays attention to sights and sounds
c. Use gestures and sounds to communicate and interact with others	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Vocalizes and gestures to communicate

d. Engage in give-and-take interactions	<p>Uses appropriate conversational and other communication skills Engages in conversations Initiates and attends to brief conversations</p> <p>Uses appropriate conversational and other communication skills Uses social rules of language Uses appropriate eye contact, pauses, and simple verbal prompts when communicating</p>
e. Respond to speech by attending to who is speaking	<p>Uses appropriate conversational and other communication skills Engages in conversations Initiates and attends to brief conversations</p> <p>Uses appropriate conversational and other communication skills Uses social rules of language Uses appropriate eye contact, pauses, and simple verbal prompts when communicating</p>
f. Laugh, smile, or giggle at something funny	<p>Uses language to express thoughts and needs Uses an expanding expressive vocabulary Vocalizes and gestures to communicate</p>
g. Initiate communication with others	<p>Uses appropriate conversational and other communication skills Engages in conversations Initiates and attends to brief conversations</p>
h. Demonstrate turn-taking in play and conversation	<p>Participates cooperatively and constructively in group situations Balances needs and rights of self and others Takes turns</p> <p>Uses appropriate conversational and other communication skills Engages in conversations Initiates and attends to brief conversations</p> <p>Uses appropriate conversational and other communication skills Uses social rules of language Uses appropriate eye contact, pauses, and simple verbal prompts when communicating</p>

i. Use language appropriately with different audiences	<p>Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items</p> <p>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</p>
j. Use language appropriately depending on the situation	<p>Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items</p> <p>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</p>
k. Adjust intonation and volume of speech for a variety of settings	<p>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</p>
3.4 – English Language Learners: Dual Language Acquisition	
Children develop competency in their home language while becoming proficient in English.	
a. Use home or first language	<p>Demonstrates progress in listening to and understanding English Observes others as they converse in English during play or other small-group experiences; may engage in similar activities by imitating behavior; attends to oral use of English</p> <p>Demonstrates progress in speaking English Repeats sounds and words in English, sometimes very quietly</p>

<p>b. Demonstrate a period of adjustment to learning a new language</p>	<p>Demonstrates progress in listening to and understanding English Observes others as they converse in English during play or other small-group experiences; may engage in similar activities by imitating behavior; attends to oral use of English</p> <p>Demonstrates progress in speaking English Repeats sounds and words in English, sometimes very quietly</p>
<p>c. Follow simple directions in home language or in English</p>	<p>Listens to and understands increasingly complex language Follows directions Responds to simple verbal requests accompanied by gestures or tone of voice</p> <p>Demonstrates progress in listening to and understanding English Responds to common English words and phrases when they are accompanied by gestures or other visual aids</p>
<p>d. Speak in short phrases in English</p>	<p>Demonstrates progress in listening to and understanding English Responds to common English words and phrases when they are accompanied by gestures or other visual aids</p> <p>Demonstrates progress in speaking English Uses a few socially interactive terms in English appropriately; uses one or two words in English to represent a whole idea</p>
<p>e. Use English for informal purposes and rely on home language for formal learning</p>	<p>Demonstrates progress in listening to and understanding English Responds to common English words and phrases when they are accompanied by gestures or other visual aids</p> <p>Demonstrates progress in speaking English Develops multiword phrases by using socially interactive terms in English; adds new words to the phrase</p>
<p>f. Adjust communication form for the audience</p>	<p>Demonstrates progress in listening to and understanding English Responds to words and phrases in English when they are not accompanied by gestures or other visual aids</p> <p>Demonstrates progress in speaking English Uses increasingly complex grammar in English; makes some mistakes typical of young children</p>

Literacy	
3.5 – Early Reading and Book Appreciation	
Children develop an understanding, skills, and interest in the symbols, sounds, and rhythms of written language as they also develop interest in reading, enjoyment from books, and awareness that the printed word can be used for various purposes.	
a. Focus intently on a book	Demonstrates knowledge of print and its uses Uses and appreciates books Shows interest in books
b. React when being read a book	Demonstrates knowledge of print and its uses Uses and appreciates books Shows interest in books
c. Explore books with mouth and hands	Demonstrates positive approaches to learning Shows curiosity and motivation Uses senses to explore the immediate environment
d. Maintain attention when being read a book	Demonstrates positive approaches to learning Attends and engages Pays attention to sights and sounds Demonstrates knowledge of print and its uses Uses and appreciates books Shows interest in books
e. Vocalize when being read a book	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Vocalizes and gestures to communicate
f. Choose familiar books and repeat words or vocalizations in books	Demonstrates knowledge of print and its uses Uses and appreciates books Shows interest in books 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

g. Point at or name objects, animals, or people in pictures, books or drawings	<p>Uses symbols and images to represent something not present Thinks symbolically Recognizes people, objects, and animals in pictures or photographs</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>
h. Indicate that the pictures on a page are related to the text	<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>
i. Purposefully explore books with respect to proper position and use	<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>
j. Demonstrate interest in books and reading	<p>Demonstrates knowledge of print and its uses Uses and appreciates books Shows interest in books</p>
k. Repeat simple songs, rhymes, or stories	<p>Demonstrates phonological awareness Notices and discriminates rhyme Joins in rhyming songs and games</p> <p>Demonstrates phonological awareness Notices and discriminates alliteration Sings songs and recites rhymes and refrains with repeating initial sounds</p>
l. Use books, magazines, and other printed materials to enhance play	<p>Demonstrates knowledge of print and its uses Uses and appreciates books Shows interest in books</p>
m. Recognize print or symbols in the neighborhood, community, and environment	<p>Demonstrates knowledge of print and its uses Uses print concepts Shows understanding that text is meaningful and can be read</p>
n. Demonstrate an understanding that print progresses from left to right	<p>Demonstrates knowledge of print and its uses Uses print concepts Indicates where to start reading and the direction to follow</p>

o. Identify the title of a book	<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. Demonstrate an understanding that letters make up words, words make up sentences, and sentences make up stories	<p>Demonstrates knowledge of the alphabet Uses letter–sound knowledge Applies letter–sound correspondence when attempting to read and write</p> <p>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</p>
q. Sustain attention to increasingly longer books and stories	<p>Demonstrates positive approaches to learning Attends and engages Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions</p>
3.6 – Print Development/Writing	
Children develop interest and skills in using symbols as a meaningful form of communication.	
a. Experiment with grasp	<p>Demonstrates fine-motor strength and coordination Uses writing and drawing tools Grasps drawing and writing tools, jabbing at paper</p>
b. Watch others write and draw	<p>Demonstrates positive approaches to learning Attends and engages Pays attention to sights and sounds</p>
c. Scribble on paper spontaneously	<p>Demonstrates emergent writing skills Writes name Scribbles or marks</p> <p>Demonstrates emergent writing skills Writes to convey meaning Scribbles or marks</p>

c. Demonstrate a pincer grasp	<p>Demonstrates fine-motor strength and coordination Uses fingers and hands Uses fingers and whole-arm movements to manipulate and explore objects</p> <p>Demonstrates fine-motor strength and coordination Uses writing and drawing tools Grasps drawing and writing tools, jabbing at paper</p>
d. Experiment with a variety of writing tools	<p>Demonstrates fine-motor strength and coordination Uses writing and drawing tools Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks</p>
e. Imitate others who are writing or drawing shapes	<p>Demonstrates fine-motor strength and coordination Uses writing and drawing tools Grasps drawing and writing tools, jabbing at paper</p>
f. Demonstrate controlled linear scribbles	<p>Demonstrates emergent writing skills Writes name Controlled linear scribbles</p>
g. Write letters, letter-like shapes, and inventive words	<p>Demonstrates emergent writing skills Writes name Letter strings</p>
h. Use print in play	<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>
i. Demonstrate an understanding that print holds meaning and that thoughts and ideas can be written down	<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>
j. Form letters to approximate conventional forms	<p>Demonstrates emergent writing skills Writes name Letter strings</p>

k. Write his or her own name	Demonstrates emergent writing skills Writes name Accurate name
l. Write familiar words using accepted writing format	Demonstrates emergent writing skills Writes to convey meaning Early invented spelling
3.7 – Print Concepts	
Children develop an understanding that print carries a message through symbols and words, and that there is a connection between sounds and letters (the alphabetic principle).	
a. Show interest when stories are read	Demonstrates knowledge of print and its uses Uses and appreciates books Shows interest in books
b. Imitate sounds when looking at words in a book	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
c. Point to words in the book	Demonstrates knowledge of print and its uses Uses print concepts Indicates where to start reading and the direction to follow
d. Demonstrate an understanding that print represents words	Demonstrates knowledge of print and its uses Uses print concepts Shows understanding that text is meaningful and can be read
e. Respond to print in the environment	Demonstrates knowledge of print and its uses Uses print concepts Shows understanding that text is meaningful and can be read
f. Demonstrate an awareness that letters of the alphabet can be individually named	Demonstrates knowledge of the alphabet Identifies and names letters Recognizes as many as 10 letters, especially those in own name
g. Identify letters	Demonstrates knowledge of the alphabet Identifies and names letters Recognizes as many as 10 letters, especially those in own name

h. Match letters and their sound	Demonstrates knowledge of the alphabet Uses letter–sound knowledge Shows understanding that a sequence of letters represents a sequence of spoken sounds
3.8 – Phonological Awareness	
Children develop an awareness of the sounds of letters and the combination of letters that make up words and use this awareness to manipulate syllables and sounds of speech.	
a. Respond to the sound of spoken language	Demonstrates positive approaches to learning Attends and engages Pays attention to sights and sounds
b. Imitate sounds in stories, songs, and rhymes	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
c. Engage in familiar word games, songs, or finger plays	Demonstrates phonological awareness Notices and discriminates rhyme Joins in rhyming songs and games Demonstrates phonological awareness Notices and discriminates alliteration Sings songs and recites rhymes and refrains with repeating initial sounds
d. Imitate rhyming patterns	Demonstrates phonological awareness Notices and discriminates rhyme Joins in rhyming songs and games

<p>e. Discriminate and identify sounds in spoken language</p>	<p>Demonstrates phonological awareness Notices and discriminates rhyme Fills in the missing rhyming word; generates rhyming words spontaneously</p> <p>Demonstrates phonological awareness Notices and discriminates alliteration Matches beginning sounds of some words</p> <p>Demonstrates phonological awareness Notices and discriminates smaller and smaller units of sound Verbally separates and blends onset and rime</p>
<p>f. Demonstrate an increased awareness of beginning and ending sounds of words</p>	<p>Demonstrates phonological awareness Notices and discriminates alliteration Shows awareness that some words begin the same way</p> <p>Demonstrates phonological awareness Notices and discriminates smaller and smaller units of sound Verbally separates and blends individual phonemes in words</p>
<p>g. Demonstrate progress in rhyming words</p>	<p>Demonstrates phonological awareness Notices and discriminates rhyme Decides whether two words rhyme</p>
<p>h. Hear and separate words into syllables</p>	<p>Demonstrates phonological awareness Notices and discriminates smaller and smaller units of sound Hears and shows awareness of separate syllables in words</p>

Core Domain 4: Cognition	
Infancy to Preschool	
Approaches to Learning	
4.1 - Curiosity	
Children develop imagination, inventiveness, originality, and interest as they explore and experience new things.	
a. Notice and imitate gestures	Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Imitates others in using objects in new and/or unanticipated ways
b. Repeat actions again and again to see effects	Demonstrates positive approaches to learning Persists Repeats actions to obtain similar results
c. Attend to and examine small objects	Demonstrates positive approaches to learning Shows curiosity and motivation Uses senses to explore the immediate environment
d. Investigate how things move	Demonstrates positive approaches to learning Shows curiosity and motivation Explores and investigates ways to make something happen
e. Ask simple questions	Listens to and understands increasingly complex language Comprehends language Identifies familiar people, animals, and objects when prompted Demonstrates positive approaches to learning Shows curiosity and motivation Shows eagerness to learn about a variety of topics and ideas
f. Show interest in new activities	Demonstrates positive approaches to learning Shows curiosity and motivation Shows eagerness to learn about a variety of topics and ideas

g. Study materials to find how they work	Demonstrates positive approaches to learning Shows curiosity and motivation Explores and investigates ways to make something happen
h. Ask more complex questions	Listens to and understands increasingly complex language Comprehends language Responds appropriately to specific vocabulary and simple statements, questions, and stories Demonstrates positive approaches to learning Shows curiosity and motivation Shows eagerness to learn about a variety of topics and ideas
i. Develop personal interests	Demonstrates knowledge about self
4.2 – Initiative and Self-Direction	
Children develop an eagerness to engage in new tasks and to take risks in learning new skills or information.	
a. Use sounds, gestures, and movements to impact the environment and interactions with others	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Vocalizes and gestures to communicate
b. Engage familiar adults and children in interactions	Establishes and sustains positive relationships Forms relationships with adults Uses trusted adult as a secure base from which to explore the world Establishes and sustains positive relationships Interacts with peers Uses successful strategies for entering groups
c. Express a desire to take care of self	Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self
d. Approach tasks and activities with increased flexibility, imagination and inventiveness	Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Uses creativity and imagination during play and routine tasks

e. Begin to take a few risks and try new ways of doing things	Demonstrates positive approaches to learning Shows curiosity and motivation Shows eagerness to learn about a variety of topics and ideas
f. Make decisions and choices	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
g. Develop procedures and thinking skills for investigating the world and making decisions	Demonstrates positive approaches to learning Persists Plans and pursues a variety of appropriately challenging tasks Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Changes plans if a better idea is thought of or proposed
h. Plan and achieve a goal	Demonstrates positive approaches to learning Persists Plans and pursues a variety of appropriately challenging tasks
4.3 – Persistence and Attentiveness	
Children develop the ability to focus their attention and concentrate to complete tasks and increase their learning.	
a. Stare intently at faces, objects, and pictures	Demonstrates positive approaches to learning Attends and engages Pays attention to sights and sounds
b. Hold the attention of an adult	Demonstrates positive approaches to learning Attends and engages Pays attention to sights and sounds
c. Repeat an action that has produced a reaction in the past	Demonstrates positive approaches to learning Persists Repeats actions to obtain similar results

d. Explore objects by repeating and varying the approach	<p>Demonstrates positive approaches to learning Persists Plans and pursues a variety of appropriately challenging tasks</p> <p>Demonstrates positive approaches to learning Shows curiosity and motivation Explores and investigates ways to make something happen</p>
e. Exhibit increased attention span with chosen activities	<p>Demonstrates positive approaches to learning Attends and engages Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments</p>
f. Develop skills through repetitive practice	<p>Demonstrates positive approaches to learning Persists Practices an activity many times until successful</p>
g. Persist in meeting a challenge, despite distractions or frustrations	<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>
h. Sustain attention when peers or adults are the focus of the activity	<p>Demonstrates positive approaches to learning Attends and engages Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions</p>
i. Work on a task that extends over a period of time	<p>Demonstrates positive approaches to learning Attends and engages Sustains attention to tasks or projects over time (days to weeks); can return to activities after interruptions</p>

4.4 – Reflection and Interpretation	
Children develop skills in thinking about their learning in order to inform future decisions.	
a. Track faces and objects by moving eyes and/or head as the person or object moves	Demonstrates positive approaches to learning Attends and engages Pays attention to sights and sounds
b. Play interactive games with adults or older children that involve repetition	Uses appropriate conversational and other communication skills Engages in conversations Engages in simple back-and-forth exchanges with others
c. Anticipate actions based on previous experience	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
d. Experiment with play materials using familiar approaches with new objects	Demonstrates positive approaches to learning Shows curiosity and motivation Explores and investigates ways to make something happen
e. Alter present behavior based on past results (or lack of results)	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
f. Relate an experience from the past to guide present behavior	Remembers and connects experiences Recognizes and recalls Recalls familiar people, places, objects, and actions from the past (a few months before); recalls 1 or 2 items removed from view Remembers and connects experiences Makes connections Remembers the sequence of personal routines and experiences with teacher support
g. Tell others about events in the past	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

h. Work out a problem or a challenge mentally	Demonstrates positive approaches to learning Solves problems Solves problems without having to try every possibility
i. Use a variety of methods to express thoughts and feelings	Uses symbols and images to represent something not present Thinks symbolically Draws or constructs, and then identifies what it is
4.5 – Reasoning and Representational Thought	
Children develop skills in causation, critical and analytical thinking, problem solving, and representational thought.	
a. Act on an object to make sound or movement	Demonstrates positive approaches to learning Shows curiosity and motivation Uses senses to explore the immediate environment
b. Repeat simple motions or activities	Demonstrates positive approaches to learning Persists Repeats actions to obtain similar results
c. Search for an object that moves out of sight	Remembers and connects experiences Recognizes and recalls Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
d. Use objects and people as tools to accomplish a means to an end	Demonstrates positive approaches to learning Solves problems Observes and imitates how other people solve problems; asks for a solution and uses it Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Imitates others in using objects in new and/or unanticipated ways
e. Use one object to represent another	Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Imitates others in using objects in new and/or unanticipated ways
f. Experiment with cause and effect	Demonstrates positive approaches to learning Shows curiosity and motivation Explores and investigates ways to make something happen

g. Try several methods to solve a problem before asking for assistance	Demonstrates positive approaches to learning Solves problems Solves problems without having to try every possibility
h. Notice and describe how items are the same or different	Uses classification skills Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
i. Explain the effects that actions might have upon objects	Demonstrates positive approaches to learning Solves problems Solves problems without having to try every possibility
Creative Arts	
4.6 – Creative Movement and Dance	
Children produce rhythmic movements spontaneously and in imitation, with growing technical and artistic abilities.	
a. Move arms and legs in response to music	Explores dance and movement concepts
b. Engage with people through touch and attention	Demonstrates positive approaches to learning Shows curiosity and motivation Uses senses to explore the immediate environment Explores dance and movement concepts
c. Use body for self-expression	Explores dance and movement concepts
d. Move to a beat	Explores dance and movement concepts
e. Explore a variety of ways of moving with and without music	Explores dance and movement concepts
h. Alter movements according to the tempo (fast/slow) and dynamics (soft/loud) of music	Explores dance and movement concepts
i. Move with balance and coordination	Explores dance and movement concepts
j. Participate in guided movement activities	Explores dance and movement concepts
k. Watch dance and creative movement performances with attention	Explores dance and movement concepts

4.7 - Drama	
Children show appreciation and awareness of drama through observation and imitation, and by participating in simple dramatic plots, assuming roles related to their life experiences as well as their fantasies.	
a. Copy facial expressions	Explores drama through actions and language
b. Imitate familiar actions	Uses symbols and images to represent something not present Thinks symbolically Recognizes people, objects, and animals in pictures or photographs Explores drama through actions and language
c. Engage in solitary play	Uses symbols and images to represent something not present Thinks symbolically Recognizes people, objects, and animals in pictures or photographs Explores drama through actions and language
d. Engage in rough and tumble play	Demonstrates traveling skills Moves purposefully from place to place with control
e. Imitate real life experiences in play	Uses symbols and images to represent something not present Thinks symbolically Draws or constructs, and then identifies what it is Explores drama through actions and language
f. Role-play using stories from books, poems, or imaginary themes including the elements of drama, such as character, place, theme, and idea	Uses symbols and images to represent something not present Thinks symbolically Draws or constructs, and then identifies what it is Explores drama through actions and language

g. Engage in cooperative peer play in which there is a shared purpose	Uses symbols and images to represent something not present Thinks symbolically Draws or constructs, and then identifies what it is Explores drama through actions and language
h. Create and direct complex scenarios based on individual and group ideas or past experiences	Uses symbols and images to represent something not present Thinks symbolically Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas Explores drama through actions and language
4.8 - Music	
Children engage in a variety of musical or rhythmic activities with growing skills for a variety of purposes, including enjoyment, self-expression, and creativity.	
a. Demonstrate interest in sounds, music, and voices	Explores musical concepts and expression
b. Experiment with a variety of sounds	Explores musical concepts and expression
c. Respond to rhythms, songs, and different elements of music	Explores musical concepts and expression
d. Begin to clap on beat or echo clap	Explores musical concepts and expression
e. Show interest in musical instruments	Explores musical concepts and expression
f. Sing along to familiar songs	Explores musical concepts and expression
g. Change vocalizations to accommodate the tempo (fast/slow) and dynamics (soft/loud) of music	Explores musical concepts and expression
h. Experiment with musical words and sounds	Explores musical concepts and expression
i. Imitate and produce rhythmic patterns to familiar songs	Explores musical concepts and expression
j. Use conventional symbols to represent musical notes or invent symbols to represent sounds	Explores musical concepts and expression

4.9 – Visual Arts	
Children demonstrate a growing understanding and appreciation for the creative process as they use the visual arts to express personal interests, ideas, and feelings, and share opinions about artwork and artistic experiences.	
a. Gaze at photos, pictures, and mirror images	Demonstrates positive approaches to learning Attends and engages Pays attention to sights and sounds Explores the visual arts
b. Use hands and mouth for sensory exploration of objects	Demonstrates positive approaches to learning Shows curiosity and motivation Uses senses to explore the immediate environment Explores the visual arts
c. Gain control in grasping a crayon, pen, or paint brush	Demonstrates fine-motor strength and coordination Uses writing and drawing tools Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks Explores the visual arts
d. Demonstrate interest in shapes, textures, and colors	Explores the visual arts
e. Mark paper with drawing tools	Demonstrates emergent writing skills Writes to convey meaning Controlled linear scribbles Explores the visual arts
f. Experiment with a variety of art materials and develop increasing ability to use art media	Explores the visual arts

g. Use different colors, surface textures, and shapes to create form and meaning	Explores the visual arts
h. Display a sense of wonder and ask questions about works of art	Explores the visual arts
i. Express feelings, ideas, and concepts about art	Explores the visual arts
k. Create and appreciate works of art representing cultural lifestyles	Explores the visual arts
Mathematics and Numeracy	
4.10 – Number Sense and Operations	
Children develop the ability to think and work with numbers to understand their uses, and describe numerical relationships through structured and everyday experiences.	
a. Understand the concept of “more” in reference to food and play	Uses number concepts and operations Quantifies Demonstrates understanding of the concepts of one, two, and more
b. Use simple numerical concepts in everyday experiences	Uses number concepts and operations Quantifies Demonstrates understanding of the concepts of one, two, and more
c. Use names of a few numbers	Uses number concepts and operations Counts Verbally counts (not always in the correct order)
d. Use correct terms to describe simple mathematical concepts	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
e. Move from inventive counting to accurate rote counting	Uses number concepts and operations Counts Verbally counts to 10; counts up to five objects accurately, using one number name for each object
h. Count objects demonstrating one-to-one correspondence and meaning	Uses number concepts and operations Counts Verbally counts to 10; counts up to five objects accurately, using one number name for each object

i. Match numerals with the correct amount of objects	Uses number concepts and operations Connects numerals with their quantities Identifies numerals to 10 by name and connects each to counted objects
j. Set up simple addition and subtraction problems	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
4.11 - Measurement	
Children develop skills in using measurement instruments to explore and discover measurement relationships and characteristics, such as length, quantity, volume, distance, weight, area, and time.	
a. Fill and empty containers	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses fingers and whole-arm movements to manipulate and explore objects Compares and measures Makes simple comparisons between two objects
b. Make simple comparisons	Compares and measures Makes simple comparisons between two objects
c. Arrange a few objects in order by size, with assistance	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
d. Explore measuring tools	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
e. Use appropriate terms/language to describe measurable attributes	Compares and measures Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools

<p>f. Recognize time as a sequence of events that relates to the routines of daily life</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>Explores change related to familiar people or places</p>
<p>g. Organize objects without assistance</p>	<p>Compares and measures Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools</p>
<p>h. Estimate measurement characteristics of familiar objects or events</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>i. Measure length by laying units end to end</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>

4.12 – Data Analysis	
Children apply mathematical skills in data analysis, such as counting, sorting, and comparing objects.	
a. Group a few objects together by similarity	Uses classification skills Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
b. Collect items that have common characteristics	Uses classification skills Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
c. Match, sort, put in order, and regroup objects using one or two attributes	Uses classification skills Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason
d. Convey the concepts and use correct terms associated with classification and comparison	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
e. Identify how items in a group are similar	Uses classification skills Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason
4.13 – Algebraic Thinking	
Children learn to identify, describe, produce, and create patterns using mathematical language and materials.	
a. Imitate a series of simple actions with assistance	Demonstrates knowledge of patterns Shows interest in simple patterns in everyday life
b. Classify, label, and sort familiar objects into a known group	Uses classification skills Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
c. Recognize patterns using a variety of materials	Demonstrates knowledge of patterns Copies simple repeating patterns
d. Predict what comes next in a simple pattern	Demonstrates knowledge of patterns Extends and creates simple repeating patterns

e. Reproduce simple patterns of concrete objects	Demonstrates knowledge of patterns Copies simple repeating patterns
f. Reproduce simple patterns of sound and movement	Demonstrates knowledge of patterns Copies simple repeating patterns
g. Describe a sequence of events	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 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
4.14 – Geometry and Spatial Reasoning	
Children build the foundation for recognizing and describing shapes by manipulating, playing with, tracing, and making common shapes. Children learn spatial reasoning and directional words as they become aware of their bodies and personal space within the physical environment.	
a. Develop an awareness of shapes	Explores and describes spatial relationships and shapes Understands shapes Matches two identical shapes
b. Move body and materials in space	Explores and describes spatial relationships and shapes Understands spatial relationships Follows simple directions related to proximity (beside, between, next to)
c. Recognize and describe two-dimensional shapes	Explores and describes spatial relationships and shapes Understands shapes Identifies a few basic shapes (circle, square, triangle)
d. Describe different two and three-dimensional shapes and name common characteristics	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

e. Create geometric shapes	<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>
f. Use position words that indicate where objects are located in space	<p>Explores and describes spatial relationships and shapes</p> <p>Understands spatial relationships</p> <p>Uses and responds appropriately to positional words indicating location, direction, and distance</p>
g. Demonstrate an understanding of size and shape relationships	<p>Uses classification skills</p> <p>Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape</p> <p>Compares and measures</p> <p>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>
h. Experiment with mapping skills	<p>Uses symbols and images to represent something not present</p> <p>Thinks symbolically</p> <p>Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas</p> <p>Explores and describes spatial relationships and shapes</p> <p>Understands spatial relationships</p> <p>Uses and makes simple sketches, models, or pictorial maps to locate objects</p> <p>Demonstrates simple geographic knowledge</p>

Science	
4.15 – Scientific Thinking and Use of the Scientific Method	
As children seek to understand their environment and test new knowledge, they engage in scientific investigations using their senses to observe, manipulate objects, ask questions, make predictions, and develop conclusions and generalizations.	
a. Observe objects and people in the environment	Demonstrates positive approaches to learning Attends and engages Pays attention to sights and sounds
b. Use senses to examine objects in detail	Demonstrates positive approaches to learning Shows curiosity and motivation Uses senses to explore the immediate environment Uses scientific inquiry skills
c. Explore the features of materials, objects, and processes using all the senses	Uses scientific inquiry skills
d. Identify similarities and differences among objects	Compares and measures Makes simple comparisons between two objects
e. Participate in simple teacher-initiated investigations to test observations, discuss and draw conclusions, and form generalizations	Uses scientific inquiry skills
f. Collect, describe and record information through a variety of means	Uses scientific inquiry skills
g. Develop procedures and thinking skills for investigating the world, solving problems, and making decisions	Remembers and connects experiences Makes connections Draws on everyday experiences and applies this knowledge to a similar situation
h. Formulate answers to own questions using the scientific method	Uses scientific inquiry skills
4.16 – Life Science	
Children develop understanding of and compassion for living things.	
a. Show interest in animals and other living things	Demonstrates knowledge of the characteristics of living things
b. Explore characteristics of living things	Demonstrates knowledge of the characteristics of living things

c. Identify plants and animals in the neighborhood	Demonstrates knowledge of the characteristics of living things
d. Describe simple behaviors of animals	Demonstrates knowledge of the characteristics of living things
e. Engage with plants and animals in a respectful way, without adult prompting	Demonstrates knowledge of the characteristics of living things
f. Identify the basic needs of living things	Demonstrates knowledge of the characteristics of living things
g. Describe the relationship between living things and their habitat	Demonstrates knowledge of the characteristics of living things
h. Observe and describe plants, insects, and animals as they go through predictable life cycles	Demonstrates knowledge of the characteristics of living things
i. Investigate, describe, and compare the characteristics that differentiate living from non-living things	Demonstrates knowledge of the characteristics of living things
4.17 – Physical Science	
Children develop an understanding of the physical world (the nature and properties of energy, non-living matter, and the forces that give order to the natural world).	
a. Use all of the senses to actively explore objects and their properties	Uses scientific inquiry skills Demonstrates knowledge of the physical properties of objects and materials
b. Observe natural physical forces and phenomena, such as gravity, sounds, and variations in light	Demonstrates knowledge of the physical properties of objects and materials
c. Explore cause and effect	Demonstrates positive approaches to learning Shows curiosity and motivation Explores and investigates ways to make something happen Demonstrates knowledge of the physical properties of objects and materials
d. Explore how objects move	Demonstrates knowledge of the physical properties of objects and materials
e. Use tools to explore the properties and characteristics of objects	Demonstrates knowledge of the physical properties of objects and materials
f. Compare, contrast, and describe objects based upon their characteristics	Uses classification skills Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason Demonstrates knowledge of the physical properties of objects and materials
g. Explore and describe how properties of objects and materials can be changed	Demonstrates knowledge of the physical properties of objects and materials

h. Plan and carry out investigations on the behavior of moving things	Demonstrates knowledge of the physical properties of objects and materials
i. Use vocabulary that demonstrates a basic understanding of scientific principles related to the physical world	Demonstrates knowledge of the physical properties of objects and materials
4.18 – Earth and Space	
Children develop an understanding of the earth and planets.	
a. Express a sense of wonder for the natural world, including the sun, clouds, moon, and sky	Demonstrates knowledge of Earth’s environment
b. Interact with natural materials	Demonstrates knowledge of Earth’s environment
c. Identify characteristics of night and day	Explores change related to familiar people or places
d. Identify or label earth’s materials The child may label natural objects, such as rocks, water, dirt, leaves, and grass.	Demonstrates knowledge of Earth’s environment
e. Identify the weather and notice changes in the weather	Demonstrates knowledge of Earth’s environment
f. Demonstrate curiosity and ask questions about the earth, sun, or moon	Demonstrates knowledge of Earth’s environment
g. Develop vocabulary for the natural features of the earth and sky	Demonstrates knowledge of Earth’s environment
h. Investigate properties of natural objects and the environment	Demonstrates knowledge of Earth’s environment
i. Interact with and explore a variety of natural outdoor environments	Demonstrates knowledge of Earth’s environment
j. Describe the change of seasons	Demonstrates knowledge of Earth’s environment
k. Classify objects by attributes or characteristics	Uses classification skills Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
l. Make observations of the moon, sun, clouds, and sky, and record them over time	Demonstrates knowledge of Earth’s environment

4.19 - Engineering	
Children develop an understanding of the processes that assist people in designing and building.	
a. Investigate immediate surroundings	Demonstrates positive approaches to learning Shows curiosity and motivation Uses senses to explore the immediate environment
b. Attempt to solve a challenge encountered in play	Demonstrates positive approaches to learning Solves problems Observes and imitates how other people solve problems; asks for a solution and uses it
c. Continue to try new ways to resolve a problem if the first solution does not work	Demonstrates positive approaches to learning Persists Practices an activity many times until successful Demonstrates positive approaches to learning Solves problems Observes and imitates how other people solve problems; asks for a solution and uses it
d. Use simple machines and materials during play	Demonstrates positive approaches to learning Shows curiosity and motivation Explores and investigates ways to make something happen
e. Design, build, and test solutions during play	Demonstrates positive approaches to learning Shows curiosity and motivation Explores and investigates ways to make something happen
f. Design, build, and test solutions when presented with a challenge	Demonstrates positive approaches to learning Persists Plans and pursues a variety of appropriately challenging tasks
g. Use a formalized design process of investigation, invention, implementation, and evaluation with guidance	Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Changes plans if a better idea is thought of or proposed

h. Use a formalized design process of investigation, invention, implementation, and evaluation independently	<p>Demonstrates positive approaches to learning</p> <p>Persists</p> <ul style="list-style-type: none"> Plans and pursues own goal until it is reached <p>Demonstrates positive approaches to learning</p> <p>Solves problems</p> <ul style="list-style-type: none"> Thinks problems through, considering several possibilities and analyzing results <p>Uses scientific inquiry skills</p>
Social Studies	
4.20 – Time	
Children develop an understanding of the concept of time, including past, present, and future as they are able to recognize recurring experiences that are part of the daily routine.	
a. Anticipate a predictable event	Uses scientific inquiry skills
b. Recognize the beginning and ending of an event	<p>Remembers and connects experiences</p> <p>Makes connections</p> <ul style="list-style-type: none"> Looks for familiar persons when they are named; relates objects to events <p>Explores change related to familiar people or places</p>
c. Recall the immediate past	<p>Remembers and connects experiences</p> <p>Recognizes and recalls</p> <ul style="list-style-type: none"> Recognizes familiar people, places, and objects; looks for hidden object where it was last seen <p>Explores change related to familiar people or places</p>

d. Anticipate recurring events	<p>Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders</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>
e. Experiment with general terms related to the elements of time	<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>
f. Make simple predictions	Uses scientific inquiry skills
g. Use terms relative to time sequence	Explores change related to familiar people or places
h. Demonstrate an awareness of the past	Explores change related to familiar people or places
i. Use correct vocabulary for days of the week and names of the months, although not always correctly or in conventional order	<p>Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items</p> <p>Explores change related to familiar people or places</p>
4.21 – Places, Regions, and Spatial Awareness	
Children develop an understanding that each place has its own unique characteristics. Children develop an understanding of how they are affected by—and the effect that they can have upon—the world around them.	
a. Explore the environment	<p>Demonstrates positive approaches to learning Shows curiosity and motivation Uses senses to explore the immediate environment</p>
b. Explore spatial relationships	<p>Demonstrates positive approaches to learning Solves problems Reacts to a problem; seeks to achieve a specific goal</p>
c. Develop awareness of his or her physical body and the space it occupies	Demonstrates knowledge about self

d. Demonstrate understanding of physical relationships	Explores and describes spatial relationships and shapes Understands spatial relationships Uses and responds appropriately to positional words indicating location, direction, and distance
e. Create representations of locations and space	Explores and describes spatial relationships and shapes Understands spatial relationships Uses and makes simple sketches, models, or pictorial maps to locate objects
f. Experiment with maps, compasses, globes, or navigational charts	Demonstrates simple geographic knowledge
g. Identify where he or she lives	Demonstrates knowledge about self
h. Use a simple map	Demonstrates simple geographic knowledge
4.22 – The Physical World	
Children become mindful of their environment and their interdependence on the natural world; they learn how to care for the environment and why it is important.	
a. Use all the senses to explore the environment	Demonstrates positive approaches to learning Shows curiosity and motivation Uses senses to explore the immediate environment
b. Convey interest in nature	Demonstrates knowledge of the characteristics of living things
c. Express an interest in live animals and pictures of animals	Demonstrates knowledge of the characteristics of living things
d. Take simple actions to care for his or her environment	Demonstrates knowledge of Earth’s environment
e. Use natural objects for play	Uses symbols and images to represent something not present Engages in sociodramatic play Imitates actions of others during play; uses real objects as props
f. Recognize changes in his or her home, neighborhood, or other familiar place	Demonstrates simple geographic knowledge
g. Take responsibility for caring for living things	Demonstrates knowledge of the characteristics of living things
h. Notice changes in the weather and seasons and discuss the changes and their impact	Demonstrates knowledge of Earth’s environment
i. Identify and describe natural features in the environment, and how natural resources are used	Demonstrates knowledge of Earth’s environment
j. Exhibit simple conservation behaviors	Demonstrates knowledge of Earth’s environment

4.23 - Technology	
Children become aware of technological tools and explore and learn to use these resources in a developmentally appropriate manner.	
a. Pay attention to music	Explores musical concepts and expression
b. Demonstrate an interest in toys and objects with technologically produced effects	Demonstrates positive approaches to learning Shows curiosity and motivation Explores and investigates ways to make something happen Uses tools and other technology to perform tasks
c. Make a mechanical toy work	Demonstrates positive approaches to learning Shows curiosity and motivation Explores and investigates ways to make something happen
d. Use technological resources to communicate with others	Uses tools and other technology to perform tasks
e. Use correct terms and vocabulary to describe technological tools and procedures	Uses tools and other technology to perform tasks
f. Identify ways in which technology is a tool	Uses tools and other technology to perform tasks
g. Demonstrate appropriate use and care of technological tools	Uses tools and other technology to perform tasks
h. Use technology as a tool for learning new information	Uses tools and other technology to perform tasks