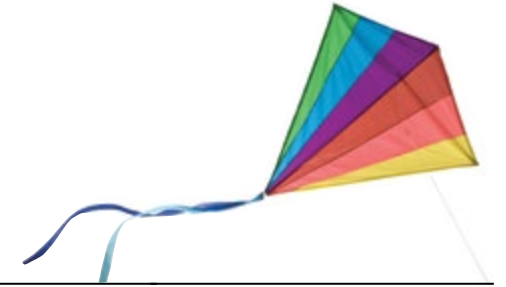**TeachingStrategies®**

Alignment of

Objectives for Development & Learning

WITH

Teaching Strategies Objectives for Development and Learning (ODL)

aligned to

Michigan's Early Learning and Development Standards

Standards adopted 2022

Ages: birth to five

STRAND / STANDARD CATEGORY		Approaches to Play and Learning
STANDARD	**1**	**Curiosity and Flexibility: Children learn about themselves and the world around them through purposeful play. (HS-ELOF: IT-ATL 5; IT-ATL 7; IT-ATL 8; P- ATL 8; P-ATL 9; P-ATL 11)**
GRADE LEVEL EXPECTATION	1a.	Use play to interpret and understand the world around them. (See also: Approaches to Play and Learning Indicator 1b, Physical Development and Health Indicator 1a, Communication, Language, and Early Literacy Indicator 4a, Mathematics Indicator 1a, and Science Indicator 1a.) **Objectives for Development and Learning** · **Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking.** · **Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** · **Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play**

GRADE LEVEL EXPECTATION	1b.	Explore, investigate, and ask questions about the world around them. (See also: Approaches to Play and Learning Indicator 1a, Physical Development and Health Indicator 1a, Physical Development and Health Indicator 5b, Communication, Language, and Early Literacy Indicator 4a, Mathematics Indicator 1a, and Science Indicator 1a.) **Objectives for Development and Learning** · **Objective 11 Demonstrates positive approaches to learning a. Attends and engages** · **Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** · **Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking**
GRADE LEVEL EXPECTATION	1c.	Reconstruct their ideas about the world around them based on new thoughts and information. (See also: Approaches to Play and Learning Indicator 4b and Engineering and Technology Indicator 1b.) **Objectives for Development and Learning** · **Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** · **Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking**
STRAND / STANDARD CATEGORY		**Approaches to Play and Learning**
STANDARD	**2**	**Play and Imagination: Children demonstrate increasingly complex play styles. (HS-ELOF: IT-ATL 6; IT ATL 8; IT-ATL 9; P-ATL 12; P-ATL 13)**
GRADE LEVEL EXPECTATION	2a.	Initiate, join, and take turns in play with others. (See also: Social and Emotional Development Indicator 4b and Communication, Language and Early Literacy Indicator 3a.) **Objectives for Development and Learning** · **Objective 02 Establishes and sustains positive relationships c. Interacts with peers** · **Objective 02 Establishes and sustains positive relationships d. Makes friends** · **Objective 03 Participates cooperatively and constructively in group situations** **a. Balances needs and rights of self and others**
GRADE LEVEL EXPECTATION	2b.	Demonstrate imagination and creativity in their play. (See also: Creative and Expressive Arts Indicator 1a.) **Objectives for Development and Learning** · **Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking** · **Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play**

TeachingStrategies®

GRADE LEVEL EXPECTATION	2c.	Propose and explore possibilities for how things work, what they might do, or what they might be. (See also: Engineering and Technology Indicator 1a.) **Objectives for Development and Learning** · **Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** · **Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking**
STRAND / STANDARD CATEGORY		**Approaches to Play and Learning**
STANDARD	**3**	**Initiative, Persistence, and Problem-Solving: Children engage in explorations and interactions with confidence. (HS-ELOF: IT-ATL 3; IT-ATL 4; IT- ATL 6; IT-ATL 7; P-ATL 6; P-ATL 7; P-ATL 10)**
GRADE LEVEL EXPECTATION	3a.	Express and share their own interests, ideas, or opinions freely. (See also: Approaches to Play and Learning Indicator 4a, Social and Emotional Development Indicator 2a, Social and Emotional Development Indicator 4d, and Creative and Expressive Arts Indicator 3b.) **Objectives for Development and Learning** · **Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately**
GRADE LEVEL EXPECTATION	3b.	Show an increasing ability to maintain concentration, persist in, and complete a variety of tasks. (See also: Social and Emotional Development Indicator 2b, Physical Development and Health Indicator 4d, and Creative and Expressive Arts Indicator 2c.) **Objectives for Development and Learning** · **Objective 11 Demonstrates positive approaches to learning a. Attends and engages** · **Objective 11 Demonstrates positive approaches to learning b. Persists**
GRADE LEVEL EXPECTATION	3c.	Set aside fear of failure when beginning a new or challenging task. (See also: Social and Emotional Development Indicator 1b and Physical Development and Health Indicator 1e.) **Objectives for Development and Learning** · **Objective 11 Demonstrates positive approaches to learning b. Persists**
GRADE LEVEL EXPECTATION	3d.	Identify when to seek support with a challenging task. (See also: Social and Emotional Development Indicator 1a and Social Studies Indicator 1c.) **Objectives for Development and Learning** · **Objective 11 Demonstrates positive approaches to learning b. Persists**
GRADE LEVEL EXPECTATION	3e.	Demonstrate a growing capacity to make meaning, find a solution, or figure something out. (See also: Mathematics Indicator 1c and Engineering and Technology 1c.)

TeachingStrategies®

Objectives for Development and Learning
· **Objective 11 Demonstrates positive approaches to learning c. Solves problems**

STRAND / STANDARD CATEGORY		Approaches to Play and Learning
STANDARD	**4**	**Self-Regulation: Children develop an increasing ability to manage their emotions and behaviors. (HS-ELOF: IT-ATL 1; IT-ATL 2; IT-ATL 5; P-ATL 1; P-ATL 2; P-ATL 3; P-ATL 4; P-ATL 5)**
GRADE LEVEL EXPECTATION	4a.	Manage the ways they express difficult or strong emotions. (See also: Approaches to Play and Learning Indicator 3a, Social and Emotional Development Indicator 2a, Social and Emotional Development Indicator 4d, Communication, Language, and Early Literacy Indicator 2a, and Creative and Expressive Arts Indicator 3b.) **Objectives for Development and Learning** · **Objective 01 Regulates own emotions and behaviors a. Manages feelings**
GRADE LEVEL EXPECTATION	4b.	Manage their actions and the ways they communicate, increasingly referring to their previous experiences. (See also: Approaches to Play and Learning Indicator 1c and Engineering and Technology Indicator 1b.) **Objectives for Development and Learning** · **Objective 01 Regulates own emotions and behaviors a. Manages feelings**
GRADE LEVEL EXPECTATION	4c.	Consider another's perspective in their learning and interactions. (See also: Social and Emotional Development Indicator 3c.) **Objectives for Development and Learning** · **Objective 02 Establishes and sustains positive relationships b. Responds to emotional cues**
STRAND / STANDARD CATEGORY		Social and Emotional Development
STANDARD	**1**	**Self-Awareness: Children recognize and value their own individuality, emotions, and strengths. (HS-ELOF: IT-SE 10; IT-SE 11; IT-SE 12; P-ATL 11; P-SE 6; P-SE 9; P-SE 10) (NAEYC-ELPAS 2.B)**
GRADE LEVEL EXPECTATION	1a.	Demonstrate awareness of and recognize the value of their personal traits, including their strengths and interests. (See also: Approaches to Play and Learning Indicator 3d, and Social Studies Indicator 1a.) **Objectives for Development and Learning** · **Objective 29 Demonstrates knowledge about self**

GRADE LEVEL EXPECTATION	1b.	Demonstrate willingness to explore independently and try new things. (See also: Approaches to Play and Learning Indicator 3c and Physical Development and Health Indicator 1e.)

Objectives for Development and Learning
· **Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately**
· **Objective 11 Demonstrates positive approaches to learning a. Attends and engages**

STRAND / STANDARD CATEGORY		Social and Emotional Development
STANDARD	**2**	**Self-Management: Children recognize the connections between their emotions and reactions and begin to control their impulses in different situations. (HS-ELOF: IT-ATL 1; IT-ATL 2; IT-ATL 4; IT-ATL 5; IT-SE 6; IT-SE 9; P-ATL 1; P- ATL 4; P-ATL 5; P-SE 6; P-SE 8) (NAEYC-ELPAS 2.B)**
GRADE LEVEL EXPECTATION	2a.	Express their emotions freely, and begin to identify and manage those emotions, with support from familiar adults. (See also: Approaches to Play and Learning Indicator 3a, Approaches to Play and Learning Indicator 4a, Social and Emotional Development Indicator 4d, Communication, Language, and Early Literacy Indicator 2a, and Creative and Expressive Arts Indicator 3b.)

Objectives for Development and Learning
· **Objective 01 Regulates own emotions and behaviors a. Manages feelings**

GRADE LEVEL EXPECTATION	2b.	Demonstrate flexibility and an increasing ability to adapt to changes and setbacks. (See also: Approaches to Play and Learning Indicator 3b and Creative and Expressive Arts Indicator 2c.)

Objectives for Development and Learning
· **Objective 01 Regulates own emotions and behaviors b. Follows limits and expectations**
· **Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking**

STRAND / STANDARD CATEGORY		Social and Emotional Development
STANDARD	**3**	**Social Awareness: Children demonstrate a growing ability to show care and understanding for the way other people feel, and begin to recognize that people may think, feel, and experience things differently from each other. (HS- ELOF: IT-SE 7; IT-SE 8; IT-SE 11; P-SE 6; P-SE 7) (NAEYC-ELPAS 2.B; 2.L)**
GRADE LEVEL EXPECTATION	3a.	Recognize other people's emotions and respond with care, sensitivity, and later empathy.

Objectives for Development and Learning

		· **Objective 02 Establishes and sustains positive relationships b. Responds to emotional cues**
GRADE LEVEL EXPECTATION	3b.	Recognize and respond to social cues. (See also: Communication, Language, and Literacy Indicator 1a and Communication, Language, and Early Literacy Indicator 3b.) **Objectives for Development and Learning** · **Objective 02 Establishes and sustains positive relationships b. Responds to emotional cues**
GRADE LEVEL EXPECTATION	3c.	Demonstrate an understanding that the diverse community of people around them have unique strengths and experiences to share and should be treated with respect. (See also: Social and Emotional Development Indicator 1a, Social and Emotional Development Indicator 4c, Physical Development and Health Indicator 1f, and Social Studies Indicator 1a.) **Objectives for Development and Learning** · **Objective 30 Shows basic understanding of people and how they live**
STRAND / STANDARD CATEGORY		**Social and Emotional Development**
STANDARD	**4**	**Relationship Skills: Children interact and communicate to form deep, caring connections, friendships, and other relationships, and to manage conflict. (HS-ELOF: IT-SE 1; IT-SE 2; IT-SE 3; IT-SE 4; IT-SE 5; IT-SE 10; IT-SE 13; P-SE 1; P-SE 2; P-SE 3; P-SE 4; P-SE 5; P-SE 11) (NAEYC-ELPAS 2.B; 2.L)**
GRADE LEVEL EXPECTATION	4a.	Demonstrate healthy attachment to and trust in familiar adults in their lives. (See also: Social Studies Indicator 1b.) **Objectives for Development and Learning** · **Objective 02 Establishes and sustains positive relationships a. Forms relationships with adults**
GRADE LEVEL EXPECTATION	4b.	Demonstrate an ability to initiate and sustain interactions and communication with others, primarily in their home language. (See also: Approaches to Play and Learning Indicator 2a and Communication, Language and Early Literacy Indicator 3a.) **Objectives for Development and Learning** · **Objective 02 Establishes and sustains positive relationships c. Interacts with peers** · **Objective 02 Establishes and sustains positive relationships a. Forms relationships with adults**
GRADE LEVEL EXPECTATION	4c.	Develop and maintain deep, caring connections, friendships, and other relationships with people of various cultures, family structures, home languages, racial identities, genders and gender identities, abilities and disabilities, religious beliefs, and socio-economic classes. (See also: Social and Emotional Development Indicator 1a, Social and Emotional Development

Indicator 3c, and Social Studies Indicator 1a.)

Objectives for Development and Learning
· Objective 02 Establishes and sustains positive relationships d. Makes friends

GRADE LEVEL EXPECTATION	4d.	Express disagreement and begin to manage conflict in safe, developmentally appropriate ways. (See also: Approaches to Play and Learning Indicator 3a, Approaches to Play and Learning Indicator 4a, Social and Emotional Development Indicator 2a, Communication, Language, and Early Literacy Indicator 2a, and Creative and Expressive Arts Indicator 3b.) **Objectives for Development and Learning** **· Objective 03 Participates cooperatively and constructively in group situations b. Solves social problems**
STRAND / STANDARD CATEGORY		**Social and Emotional Development**
STANDARD	**5**	**Responsible Decision-Making: Children demonstrate an awareness of the ways their choices and actions may impact the emotional and physical well-being of themselves and others. (HS-ELOF: P-ATL 2; P-ATL 3) (NAEYC-ELPAS 2.B; 2.K; 2.L)**
GRADE LEVEL EXPECTATION	5a.	Begin to make choices that reflect their understanding of fairness and unfairness, as well as the boundaries and expectations of various situations. (See also: Social Studies Indicator 2a.) **Objectives for Development and Learning** **· Objective 01 Regulates own emotions and behaviors b. Follows limits and expectations**
GRADE LEVEL EXPECTATION	5b.	Show a desire to positively participate in their community (family, learning environment, school, community) through showing care and consideration for others. (See also: Social Studies Indicator 1d and Social Studies Indicator 2a.) **Objectives for Development and Learning** **· Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately**
STRAND / STANDARD CATEGORY		**Physical Development and Health**
STANDARD	**1**	**Body Awareness: Children begin to understand their bodies and how they function. (HS-ELOF: IT-PMP 1; IT-PMP 2; IT-PMP 5; P-PMP 2) (NAEYC-ELPAS 2.C)**
GRADE LEVEL EXPECTATION	1a.	Use their senses (hearing, vision, taste, touch, smell) and their voices to perceive and respond to the world around them. (See also: Approaches to Play and Learning Indicator 1a, Approaches to Play and Learning Indicator 1b, Physical Development and Health Indicator 5b, Communication, Language, and Early Literacy Indicator 4a, Mathematics Indicator 1a, and Science Indicator 1a.)

		Objectives for Development and Learning · **Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** · **Objective 24 Uses scientific inquiry skills**
GRADE LEVEL EXPECTATION	1b.	Recognize parts of the human body and how their body helps them engage with their environment. (See also: Creative and Expressive Arts Indicator 2a.) **Objectives for Development and Learning** · **Objective 04 Demonstrates traveling skills** · **Objective 05 Demonstrates balancing skills**
GRADE LEVEL EXPECTATION	1c.	Explore and begin to perceive depth, distance, size, and the relationship between their own body and the space around them. (See also: Physical Development and Health Indicator 1d and Mathematics Indicator 3a.) **Objectives for Development and Learning** · **Objective 04 Demonstrates traveling skills** · **Objective 06 Demonstrates gross-motor manipulative skills**
GRADE LEVEL EXPECTATION	1d.	Coordinate movements across and on both sides of the body. (See also: Physical Development and Health Indicator 1c and Mathematics Indicator 3a.) **Objectives for Development and Learning** · **Objective 04 Demonstrates traveling skills**
GRADE LEVEL EXPECTATION	1e.	Explore and stretch the boundaries of their current physical abilities. (See also: Approaches to Play and Learning Indicator 3c and Social and Emotional Development 1b.) **Objectives for Development and Learning** · **Objective 04 Demonstrates traveling skills**
GRADE LEVEL EXPECTATION	1f.	Recognize and show respect for the varying physical skills and abilities of themselves and others. (See also: Social and Emotional Development Indicator 3c and Social Studies Indicator 1a) **Objectives for Development and Learning** **Objective 07 Demonstrates fine-motor strength and coordination a. Uses fingers and hands** · **Objective 30 Shows basic understanding of people and how they live**
STRAND / STANDARD CATEGORY		**Physical Development and Health**
STANDARD	**2**	**Large Motor: Children explore and begin to develop skill in using their large muscles. (HS-ELOF: IT-PMP 3; IT-PMP 4; P-PMP 1) (NAEYC-ELPAS 2.C)**

GRADE LEVEL EXPECTATION	2a.	Develop strength and stamina in their large muscles through repeated use. **Objectives for Development and Learning** · **Objective 04 Demonstrates traveling skills** · **Objective 06 Demonstrates gross-motor manipulative skills**
GRADE LEVEL EXPECTATION	2b.	Explore and develop more precise control over their large muscle movements, including moving in rhythmic patterns as well as using their muscles to move objects in their environment with increasing coordination. (See also: Creative and Expressive Arts Indicator 2a.) **Objectives for Development and Learning** · **Objective 04 Demonstrates traveling skills** · **Objective 06 Demonstrates gross-motor manipulative skills**
GRADE LEVEL EXPECTATION	2c.	Use their large muscles for stationary and traveling movements, such as sitting upright, walking, climbing, rolling a wheelchair or walker, etc. **Objectives for Development and Learning** · **Objective 04 Demonstrates traveling skills** · **Objective 05 Demonstrates balancing skills**
STRAND / STANDARD CATEGORY		**Physical Development and Health**
STANDARD	**3**	**Fine Motor: Children explore and begin to develop skill in using their small muscles. (HS-ELOF: IT-PMP 6; IT-PMP 7; IT-PMP 8; P-PMP 3) (NAEYC-ELPAS 2.C)**
GRADE LEVEL EXPECTATION	3a.	Explore and develop more precise control over the movements of their tongue and facial muscles. (See also: Communication, Language, and Early Literacy Indicator 2a and Creative and Expressive Arts Indicator 2a.) **Objectives for Development and Learning** · **Objective 09 Uses language to express thoughts and needs b. Speaks clearly**
GRADE LEVEL EXPECTATION	3b.	Explore and develop more strength and precise control over their hands and fingers. (See also: Communication, Language, and Early Literacy Indicator 8a and Creative and Expressive Arts Indicator 2a.) **Objectives for Development and Learning** · **Objective 07 Demonstrates fine-motor strength and coordination a. Uses fingers and hands**
GRADE LEVEL EXPECTATION	3c.	Develop more precise hand-eye coordination. (See also: Communication, Language, and Early Literacy Indicator 8a and Creative and Expressive Arts Indicator 2a.)

TeachingStrategies®

Objectives for Development and Learning
· Objective 07 Demonstrates fine-motor strength and coordination a. Uses fingers and hands

STRAND / STANDARD CATEGORY		Physical Development and Health
STANDARD	**4**	**Personal Care and Hygiene: Children recognize and practice the ways they can support and advocate for their own needs and the safety of themselves and others. (HS-ELOF: IT-PMP 9; IT-PMP 10; P-PMP 4; P-PMP 6) (NAEYC-ELPAS 2.C; 2.K)**
GRADE LEVEL EXPECTATION	4a.	Begin to understand the connections between physical activity, hygiene, nutrition, emotional wellness, and physical health. (See also: Physical Development and Health Indicator 5a.) **Objectives for Development and Learning** · Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately
GRADE LEVEL EXPECTATION	4b.	Become aware of ways they can prevent the spread of germs and illnesses, and begin to identify and manage some symptoms of illness. **Objectives for Development and Learning** · Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately
GRADE LEVEL EXPECTATION	4c.	Demonstrate increasing awareness of safe boundaries and safety routines. **Objectives for Development and Learning** · Objective 01 Regulates own emotions and behaviors b. Follows limits and expectations
GRADE LEVEL EXPECTATION	4d.	Show increasing ability to perform self-care routines and tasks. (See also: Approaches to Play and Learning Indicator 3b.) **Objectives for Development and Learning** · Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately
STRAND / STANDARD CATEGORY		Physical Development and Health
STANDARD	**5**	**Nutrition: Children experience and become aware of the ways foods and drinks affect their bodies. (HS-ELOF: IT-PMP 11; P-PMP 5) (NAEYC-ELPAS 2.C; 2.K)**
GRADE LEVEL EXPECTATION	5a.	Become aware of and respond to feelings of thirst, hunger, and fullness. (See also: Physical Development and Health Indicator 4a.)

Objectives for Development and Learning
· Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately

GRADE LEVEL EXPECTATION	5b.	Show interest in new or different tastes, smells, and foods. (See also: Approaches to Play and Learning Indicator 1b, Physical Development and Health Indicator 1a.)

No Correlations

GRADE LEVEL EXPECTATION	5c.	Develop an awareness of how foods look, feel, taste, and smell different; how different foods affect their bodies; and how foods are sorted into food groups. (See also: Approaches to Play and Learning Indicator 1b, Physical Development and Health Indicator 1a, Physical Development and Health Indicator 4a, Mathematics Indicator 6a, Engineering and Technology Indicator 1b, and Science Indicator 1c.)

No Correlations

STRAND / STANDARD CATEGORY		**Communication, Language, and Early Literacy Development**
STANDARD	**1**	**Receptive Language: Children develop an understanding of language, beginning with their home language or dialect. (HS-ELOF: IT-LC 1; IT-LC 2; P-LC 1; P-LC 2) (MI PTEC-BK: IT3; L.18) (NAEYC-ELPAS 2.D)**
GRADE LEVEL EXPECTATION	1a.	Demonstrate understanding of increasingly complex language, including non-verbal cues. (See also: Approaches to Play and Learning Indicator 3a)

Objectives for Development and Learning
· Objective 08 Listens to and understands increasingly complex language a. Comprehends language

GRADE LEVEL EXPECTATION	1b.	Follow increasingly complex directions.

Objectives for Development and Learning
· Objective 08 Listens to and understands increasingly complex language b. Follows directions

STRAND / STANDARD CATEGORY		**Communication, Language, and Early Literacy Development**
STANDARD	**2**	**Expressive Language: Children use language to express themselves to others, beginning with their home language. (HS-ELOF: IT-LC 7; IT-LC 8; P-LC 3; P-LC 5; P-LC 6; P-LC 7) (MI PTEC-BK: IT3; L.14; L.18) (NAEYC-ELPAS 2.D)**
GRADE LEVEL EXPECTATION	2a.	Communicate using increasingly understandable language, including sounds, gestures, signs, words, and language expressed using assistive devices. (See also: Physical Development and Health Indicator 3a and Physical Development and Health Indicator 3b.)

GRADE LEVEL EXPECTATION	2b.	Communicate using an expanding vocabulary. (See also: Creative and Expressive Arts Indicator 2b, Mathematics Indicator 1b, Mathematics Indicator 2a, Science Indicator 1a, and Social Studies Indicator 3b.)

Objectives for Development and Learning
· **Objective 09 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary**

GRADE LEVEL EXPECTATION	2c.	Communicate using increasingly complex grammar and sentence structure.

Objectives for Development and Learning
· **Objective 09 Uses language to express thoughts and needs c. Uses conventional grammar**

STRAND / STANDARD CATEGORY		**Communication, Language, and Early Literacy Development**
STANDARD	**3**	**Communication Skills: Children use social and conversational skills, beginning with their home language and cultural values. (HS-ELOF: IT-LC 3; IT-LC 4; IT-LC 5; IT-LC 6; P-LC 4) (MI PTEC-BK: IT3; L.18) (NAEYC-ELPAS 2.B; 2.D)**
GRADE LEVEL EXPECTATION	3a.	Communicate with others for a variety of purposes. (See also: Social and Emotional Development Indicator 4b, Communication, Language, and Early Literacy Indicator 1a, Communication, Language, and Early Literacy Indicator 2a, Communication, Language, and Early Literacy Indicator 8c, Creative and Expressive Arts Indicator 1a, Creative and Expressive Arts Indicator 1c, Creative and Expressive Arts Indicator 2c, Creative and Expressive Arts Indicator 3a, Engineering and Technology Indicator 2a, Engineering and Technology Indicator 3b, and Science Indicator 1d.)

Objectives for Development and Learning
· **Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations**

GRADE LEVEL EXPECTATION	3b.	Follow the social expectations of their personal cultural context when communicating with others. (See also: Social and Emotional Development Indicator 3b, Communication, Language, and Literacy Indicator 1a, Creative and Expressive Arts Indicator 1b, and Social Studies Indicator 1a.)

TeachingStrategies®

Objectives for Development and Learning
· Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language

STRAND / STANDARD CATEGORY		Communication, Language, and Early Literacy Development
STANDARD	**4**	**Concepts of Print: Children construct meaning from text. (HS-ELOF: IT-LC 10; IT-LC 11; P-LIT 2) (MI PTEC-BK: IT3; L.6; L.9) (NAEYC-ELPAS 2.E)**
GRADE LEVEL EXPECTATION	4a.	Demonstrate interest in and care for books, including book handling concepts. (See also: Communication, Language, and Early Literacy Indicator 4b and Communication, Language, and Early Literacy Indicator 7a.) **Objectives for Development and Learning** · Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts
GRADE LEVEL EXPECTATION	4b.	Demonstrate an understanding of print concepts. (See also: Communication, Language, and Early Literacy Indicator 4a.) **Objectives for Development and Learning** · Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts
GRADE LEVEL EXPECTATION	4c.	Understand that print and pictures communicate ideas that can be read/viewed and understood by others. (See also: Mathematics Indicator 1b.) **Objectives for Development and Learning** · Objective 18 Comprehends and responds to books and other texts b. Uses emergent reading skills · Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections
STRAND / STANDARD CATEGORY		Communication, Language, and Early Literacy Development
STANDARD	**5**	**Alphabetic Knowledge: Children begin to understand that (in alphabetic languages like English) letters and letter sounds represent the sounds of the spoken language. (HS-ELOF: P-LIT 3) (MI PTEC-BK: IT3; L.8; L.9) (NAEYC-ELPAS 2.E) (Note: For some children, their home languages may not function this way. In those cases, the development of the below indicators may differ. We have made every effort to include examples of what that could look like in practice.)**
GRADE LEVEL EXPECTATION	5a.	Recognize letters, the names of letters, and how the letters are shaped, as well as some personally meaningful words. (See also: Communication, Language, and Early Literacy Indicator 5b, Communication, Language, and Early Literacy Indicator 7b, and Mathematics Indicator 1b.)

TeachingStrategies®

Objectives for Development and Learning
· **Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters**

GRADE LEVEL EXPECTATION	5b.	Recognize the sounds associated with letters. (See also: Communication, Language, and Early Literacy Indicator 5a, Communication, Language, and Early Literacy Indicator 7b, and Mathematics Indicator 1b.)

Objectives for Development and Learning
· **Objective 16 Demonstrates knowledge of the alphabet b. Identifies letter-sound correspondences**

STRAND / STANDARD CATEGORY	**Communication, Language, and Early Literacy Development**

STANDARD	**6**	**Phonological Awareness: Children will build their awareness of, and ability to work with, the sounds of language. (HS-ELOF: IT-LC 9; P-LIT 1) (MI PTEC-BK: IT3; L.7) (NAEYC-ELPAS 2.E) (Note: For some children, their home languages may not function this way. In those cases, the development of the below indicators may differ. We have made every effort to include examples of what that could look like in practice.)**
GRADE LEVEL EXPECTATION	6a.	Notice, manipulate, and play with the sounds of language.

Objectives for Development and Learning
· **Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme**
· **Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration**
· **Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound**

GRADE LEVEL EXPECTATION	6b.	Recognize, manipulate, and play with sounds within words.

Objectives for Development and Learning
· **Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme**
· **Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration**
· **Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound**

STRAND / STANDARD CATEGORY	**Communication, Language, and Early Literacy Development**

TeachingStrategies®

STANDARD	7	Comprehension: Children will interact with people and materials to increase their understanding of text. (HS-ELOF: IT-LC 12; P-LIT 4; P-LIT 5) (MI PTEC-BK: IT3; L.9; L.16) (NAEYC-ELPAS 2.D; 2.E)
GRADE LEVEL EXPECTATION	7a.	Demonstrate reading-like behaviors with familiar text or print materials. (See also: Communication, Language, and Early Literacy Indicator 4a and Communication, Language, and Early Literacy Indicator 4b.) **Objectives for Development and Learning** **· Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts** **· Objective 18 Comprehends and responds to books and other texts b. Uses emergent reading skills**
GRADE LEVEL EXPECTATION	7b.	Demonstrate an understanding of text. (See also: Communication, Language, and Early Literacy Indicator 5a, Communication, Language, and Early Literacy Indicator 5b, and Mathematics Indicator 1b.) **Objectives for Development and Learning** **· Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections** **· Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts**

STRAND / STANDARD CATEGORY   **Communication, Language, and Early Literacy Development**

STANDARD	8	Writing: Children will demonstrate emerging understanding of writing as a way to communicate. (HS-ELOF: IT-LC 13; P-LIT 6) (MI PTEC-BK: L.15; L.17) (NAEYC-ELPAS 2.C; 2.E)
GRADE LEVEL EXPECTATION	8a.	Develop increasing control, strength, and coordination of small muscle groups. (See also: Physical Development and Health Indicator 3b and Creative and Expressive Arts Indicator 2a.) **Objectives for Development and Learning** **· Objective 07 Demonstrates fine-motor strength and coordination a. Uses fingers and hands** **· Objective 07 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools**
GRADE LEVEL EXPECTATION	8b.	With guidance and support, explore a variety of writing tools and materials. (See also: Creative and Expressive Arts Indicator 2b.) **Objectives for Development and Learning**

TeachingStrategies®

		· **Objective 07 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools**
GRADE LEVEL EXPECTATION	8c.	Develop an understanding that writing is a way of communicating for a variety of purposes. (See also: Communication, Language, and Early Literacy Indicator 3a.)
		Objectives for Development and Learning
		· **Objective 19 Demonstrates writing skills b. Writes to convey ideas and information**
GRADE LEVEL EXPECTATION	8d.	Show interest in using a variety of forms of early writing to convey meaning and represent sounds and words. (See also: Creative and Expressive Arts Indicator 1a.)
		Objectives for Development and Learning
		· **Objective 19 Demonstrates writing skills a. Writes name**
		· **Objective 19 Demonstrates writing skills b. Writes to convey ideas and information**
		· **Objective 19 Demonstrates writing skills c. Writes using conventions**

STRAND / STANDARD CATEGORY   **Creative and Expressive Arts**

STANDARD	**1**	**Self-Expression: Children develop healthy self-concepts through creative self-expression that draws from their backgrounds, experiences, and identities. (HS-ELOF: IT-ATL 8; IT-ATL 9; IT-SE 6; IT-SE 11; IT-C 12; IT-C 13; P-ATL 12; P- ATL 13; P-SE 6; P-SE 9; P-SE 10; P-SE 11) (NAEYC-ELPAS 2.B; 2.J)**
GRADE LEVEL EXPECTATION	1a.	Explore and experiment with the arts in increasingly creative ways to express themselves, with modifications as needed. (See also: Approaches to Play and Learning Indicator 2b, Communication, Language, and Early Literacy Indicator 3a, and Communication, Language, and Early Literacy 8d.)
		Objectives for Development and Learning
		· **Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically**
		· **Objective 33 Explores the visual arts**
GRADE LEVEL EXPECTATION	1b.	Explore and experiment with the arts through the lens of their personal cultural context and that of others. (See also: Communication, Language, and Early Literacy Indicator 3b.)
		Objectives for Development and Learning
		· **Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play**
		· **Objective 30 Shows basic understanding of people and how they live**

TeachingStrategies®

GRADE LEVEL EXPECTATION	1c.	Explore roles, express thoughts, and feelings, recreate experiences, and act out stories through the arts. (See also: Communication, Language, and Early Literacy Indicator 3a, Creative and Expressive Arts Indicator 1a, and Creative and Expressive Arts Indicator 3a.) **Objectives for Development and Learning** · **Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play**
STRAND / STANDARD CATEGORY		**Creative and Expressive Arts**
STANDARD	**2**	**Supporting Skills: Children develop the skills that support self-expression through a variety of art forms. (HS-ELOF: IT-PMP 6; IT-PMP 7; IT-PMP 8; IT-LC 13; P-ATL 3; P-PMP 1; P-PMP 2; P-PMP 3; P-PMP 4; P-LC 6; P-LC 7; P-LIT 6) (NAEYC- ELPAS 2.C; 2.J)**
GRADE LEVEL EXPECTATION	2a.	Explore and develop increasing control over fine motor and large motor movements. (See also: Physical Development and Health Indicator 2b, Physical Development and Health Indicator 3a, Physical Development and Health Indicator 3b, Physical Development and Health Indicator 3c, and Communication, Language, and Early Literacy Indicator 8a.) **Objectives for Development and Learning** · **Objective 35 Explores dance and movement concepts**
GRADE LEVEL EXPECTATION	2b.	Explore, use, and begin to use artistic vocabulary to describe the tools, mediums, and components of the arts. (See also: Communication, Language, and Early Literacy Indicator 2b and Communication, Language, and Early Literacy Indicator 8b.) **Objectives for Development and Learning** · **Objective 33 Explores the visual arts**
GRADE LEVEL EXPECTATION	2c.	Plan and create works of art with increasing intentionality and detail. (See also: Approaches to Play and Learning Indicator 3b and Social and Emotional Development Indicator 2b.) **Objectives for Development and Learning** · **Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically** · **Objective 33 Explores the visual arts**
STRAND / STANDARD CATEGORY		**Creative and Expressive Arts**
STANDARD	**3**	**Artistic Appreciation: Children develop preferences and appreciation for the arts. (HS-ELOF: IT-ATL 6; IT-ATL 7; P-SCI 3) (NAEYC-ELPAS 2.J)**

GRADE LEVEL EXPECTATION	3a.	Explore, recognize, and respond to similarities and differences between works of art, and the emotions, moods, situations, and cultures being expressed. (See also: Social and Emotional Development Indicator 1a, Social and Emotional Development Indicator 2a, Social and Emotional Development Indicator 3a, Communication, Language, and Early Literacy Indicator 3a, Creative and Expressive Arts Indicator 1b, Social Studies Indicator 1a, Social Studies Indicator 1c, and Social Studies Indicator 1d.) **Objectives for Development and Learning** • **Objective 33 Explores the visual arts** • **Objective 34 Explores musical concepts and expression**
GRADE LEVEL EXPECTATION	3b.	Express preferences within the arts. (See also: Approaches to Play and Learning Indicator 3a, Approaches to Play and Learning Indicator 4a, Social and Emotional Development Indicator 2a, and Social and Emotional Development Indicator 4a.) **Objectives for Development and Learning** • **Objective 33 Explores the visual arts**

STRAND / STANDARD CATEGORY		**Mathematics**
STANDARD	**1**	**Mathematical Thinking: Children begin to develop processes and strategies for solving mathematical problems. (HS-ELOF: IT-C 1; IT-C 6; IT-C 7; P- MATH 5) (MI PTEC-BK: IT2; M.1; M.4) (NAEYC-ELPAS 2.F)**
GRADE LEVEL EXPECTATION	1a.	Explore and begin to make sense of their world through mathematical thinking and strategies. (See also: Approaches to Play and Learning Indicator 1a, Approaches to Play and Learning Indicator 1b, Science Indicator 1a.) **Objectives for Development and Learning** • **Objective 20 Uses number concepts and operations b. Quantifies**
GRADE LEVEL EXPECTATION	1b.	Explore and begin to understand mathematical symbols and language in communicating their explorations and discoveries. (See also: Communication, Language, and Early Literacy Indicator 2b and Communication, Language, and Early Literacy Indicator 4c.) **Objectives for Development and Learning** • **Objective 20 Uses number concepts and operations b. Quantifies** • **Objective 22 Compares and measures a. Measures objects**

GRADE LEVEL EXPECTATION	1c.	Develop an increasing ability to recognize mathematical problems in everyday situations at home and in the learning environment, and experiment to find possible solutions. (See also: Approaches to Play and Learning Indicator 3d and Engineering and Technology Indicator 1c.) **Objectives for Development and Learning** **· Objective 11 Demonstrates positives approaches to learning c. Solves problems**

STANDARD	**2**	**Number Sense: Children show a growing understanding of the concept of number and quantity. (HS-ELOF: IT-C 4; IT-C 8; P-MATH 1; P-MATH 2; P-MATH 3; P-MATH 4; P-MATH 5; P-MATH 6) (MI PTEC-BK: IT2; M.13; M.14; M.15; M.16) (NAEYC-ELPAS 2.F)**
GRADE LEVEL EXPECTATION	2a.	Counting - Explore numbers and number vocabulary with increasing understanding of their relationship to quantity. (See also: Communication, Language, and Early Literacy Indicator 2b.) **Objectives for Development and Learning** **· Objective 20 Uses number concepts and operations a. Counts** **· Objective 20 Uses number concepts and operations c. Connects numerals with their quantities**
GRADE LEVEL EXPECTATION	2b.	Subitizing - Recognize and name the quantity of objects in a group without counting. **Objectives for Development and Learning** **· Objective 20 Uses number concepts and operations b. Quantifies**
GRADE LEVEL EXPECTATION	2c.	Comparing, Adding, and Subtracting Numbers - Begin to understand numbers as sets to be compared, put together, and taken apart. **Objectives for Development and Learning** **· Objective 20 Uses number concepts and operations a. Counts** **· Objective 20 Uses number concepts and operations b. Quantifies**
GRADE LEVEL EXPECTATION	2d.	Composing and Decomposing Numbers - Begin to understand that numbers are made up of smaller numbers. **Objectives for Development and Learning** **· Objective 20 Uses number concepts and operations e. Applies properties of mathematical operations and relationships** **· Objective 20 Uses number concepts and operations b. Quantifies**

STRAND / STANDARD CATEGORY   **Mathematics**

TeachingStrategies®

STANDARD	3	Geometry and Spatial Sense: Children show a growing understanding of shapes and spatial relationships. (HS-ELOF: IT-C 9; P-MATH 9; P-MATH 10) (MI PTEC-BK: M.5; M.6; M.7; M.8) (NAEYC-ELPAS 2.C; 2.F)
GRADE LEVEL EXPECTATION	3a.	Explore and begin to recognize the positional relationships between objects, their environment, and themselves. (See also: Physical Development and Health Indicator 1c.) **Objectives for Development and Learning** · **Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships**
GRADE LEVEL EXPECTATION	3b.	Explore and begin to analyze two-dimensional and three- dimensional shapes and shape attributes. (See also: Mathematics Indicator 4b, Mathematics Indicator 6b, and Science Indicator 1c.) **Objectives for Development and Learning** · **Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes**
GRADE LEVEL EXPECTATION	3c.	Investigate and begin to understand the concept of a whole and how it can be divided into two (or more) equal parts. (See also: Mathematics Indicator 2b, Mathematics Indicator 2c, and Mathematics Indicator 2d.) **Objectives for Development and Learning** · **Objective 20 Uses number concepts and operations b. Quantifies**

STRAND / STANDARD CATEGORY   **Mathematics**

STANDARD	4	Algebraic Thinking: Children show a growing understanding of patterns, structures, and relationships in math. (HS-ELOF: IT-C 12; P-MATH 4; P-MATH 7) (MI PTEC-BK: IT2; M.9; M.10; M.11; M.12) (NAEYC-ELPAS 2.F)
GRADE LEVEL EXPECTATION	4a.	Recognizing and Building Patterns – Notice, recognize, copy, extend, and create repeating patterns. (See also: Physical Development and Health Indicator 2b, Communication, Language, and Early Literacy Indicator 1a, Communication, Language, and Early Literacy Indicator 6a, and Mathematics Indicator 1a.) **Objectives for Development and Learning** · **Objective 23 Demonstrates knowledge of patterns**

GRADE LEVEL EXPECTATION	4b.	Ordering and Seriation - Arrange objects in order according to changes in a specific attribute, such as size, length, number, color, etc. (See also: Mathematics Indicator 3b, Mathematics Indicator 6b, and Science Indicator 1c.)

Objectives for Development and Learning
· **Objective 13 Uses classification skills**
· **Objective 22 Compares and measures a. Measures objects**

STRAND / STANDARD CATEGORY		**Mathematics**
STANDARD	**5**	**Measurement: Children show a growing understanding of the concepts of quantifying and comparing. (HS-ELOF: P-MATH 4; P-MATH 8; P-SCI 3) (MI PTEC- BK: M.17; M.18; M.19; M.20) (NAEYC-ELPAS 2.F)**
GRADE LEVEL EXPECTATION	5a.	Notice and recognize that things in their environment can be measured (length/height, weight, area, volume, temperature, time). (See also: Approaches to Play and Learning Indicator 1b, Mathematics Indicator 3b, Mathematic Indicator 4b, and Science Indicator 1a.)

Objectives for Development and Learning
· **Objective 22 Compares and measures a. Measures objects**

GRADE LEVEL EXPECTATION	5b.	Compare things in their environment and use the language of measurement (lighter, darker, long, longer, big, bigger, etc.) to describe them. (See also: Physical Development and Health Indicator 1c, Mathematics Indicator 2c, Mathematics Indicator 4b, Science Indicator 2a, and Science Indicator 4c.)

Objectives for Development and Learning
· **Objective 22 Compares and measures a. Measures objects**
· **Objective 13 Uses classification skills**

GRADE LEVEL EXPECTATION	5c.	Use non-standard and standard tools and units of measurement. (See also: Mathematics Indicator 2a and Mathematics Indicator 2c.)

Objectives for Development and Learning
· **Objective 22 Compares and measures a. Measures objects**

STRAND / STANDARD CATEGORY		**Mathematics**
STANDARD	**6**	**Collecting and Organizing Information: Children begin to develop processes and strategies for classifying and using data. (HS-ELOF: IT-C 3; IT-C 6; IT-C 7; IT-C 10; P-SCI 3) (MI PTEC-BK: IT2; M.21; M.22; M.23; M.24) (NAEYC- ELPAS 2.F)**

| GRADE LEVEL EXPECTATION | 6a. | Recognize and classify things in their environment. (See also: Physical Development and Health Indicator 1a, Physical Development and Health Indicator 5c, Mathematics Indicator 6b, and Science Indicator 1c.)

Objectives for Development and Learning
· **Objective 13 Uses classification skills**
· **Objective 22 Compares and measures c. Represents and analyzes data** |
| --- | --- | --- |
| GRADE LEVEL EXPECTATION | 6b. | Sort things in their environment into groups based on attributes. (See also: Physical Development and Health Indicator 1a, Physical Development and Health Indicator 5c, Mathematics Indicator 6a, and Science Indicator 1c.)

Objectives for Development and Learning
· **Objective 13 Uses classification skills** |
| **STRAND / STANDARD CATEGORY** | | **Engineering and Technology** |
| **STANDARD** | **1** | **Creativity and Critical Thinking: Children use tools (digital or non-digital) to learn, create, accomplish tasks, and solve problems. (HS-ELOF: IT-ATL 7; IT-C 1; IT-C 6; IT-C 7; IT-PMP 8; P-SCI 1; P-SCI 3; P-SCI 5) (MI PTEC-BK: IT2; S.2) (NAEYC-ELPAS 2.G; 2.H)** |
| GRADE LEVEL EXPECTATION | 1a. | Explore and experiment with different uses for the tools, objects, and materials in their environment. (See also: Approaches to Play and Learning Indicator 1a, Approaches to Play and Learning Indicator 1b, Approaches to Play and Learning 2c, Creative and Expressive Arts Indicator 1a, and Mathematics Indicator 1c.)

Objectives for Development and Learning
· **Objective 28 Uses tools and other technology to perform tasks** |
| GRADE LEVEL EXPECTATION | 1b. | Learns from their experiments and experiences. (See also: Approaches to Play and Learning Indicator 1c, Approaches to Play and Learning Indicator 4b, and Mathematics Indicator 1c.)

Objectives for Development and Learning
· **Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation**
· **Objective 24 Uses scientific inquiry skills** |

TeachingStrategies®

GRADE LEVEL EXPECTATION	1c.	Recognizes real-world problems in their environment and begins to experiment with tools and other strategies to solve those problems. (See also: Approaches to Play and Learning Indicator 3e and Mathematics Indicator 1c.)

Objectives for Development and Learning
· **Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation**
· **Objective 28 Uses tools and other technology to perform tasks**

STRAND / STANDARD CATEGORY   **Engineering and Technology**

STANDARD	2	Communication and Collaboration: Children use tools (digital or non- digital) to communicate and collaborate with others. (HS-ELOF: IT-SE 3; IT-LC 11; IT-LC 13; P-ATL 12; P-SCI 5; P-SCI 6) (NAEYC-ELPAS 2.B; 2.H)

GRADE LEVEL EXPECTATION	2a.	Explores tools for the purpose of communication or self- expression. (See also: Social and Emotional Development Indicator 4b, Communication, Language, and Early Literacy Indicator 3a, Communication, Language, and Early Literacy Indicator 4c, Communication, Language, and Early Literacy Indicator 8c, Creative and Expressive Arts Indicator 1a, Creative and Expressive Arts Indicator 1c, Engineering and Technology Indicator 3b, and Science Indicator 1d.)

Objectives for Development and Learning
· **Objective 28 Uses tools and other technology to perform tasks**

GRADE LEVEL EXPECTATION	2b.	Uses tools to work with others. (See also: Approaches to Play and Learning Indicator 2a.)

Objectives for Development and Learning
· **Objective 28 Uses tools and other technology to perform tasks**
· **Objective 02 Establishes and sustains positive relationships c. Interacts with peers**

STRAND / STANDARD CATEGORY   **Engineering and Technology**

STANDARD	3	Exploration and Information: Children explore and interact with (digital or non-digital) tools and resources. (HS-ELOF: IT-ATL 7; IT-LC 6; IT-LC 10; IT-LC 13; IT-C 1; IT-C 6; P-ATL 11; P-SCI 4; P-SCI 5) (NAEYC-ELPAS 2.B; 2.G; 2.H)

GRADE LEVEL EXPECTATION	3a.	With adult support and supervision, explores (digital or non- digital) tools and resources to find information. (See also: Approaches to Play and Learning Indicator 1b.)

Objectives for Development and Learning
· **Objective 28 Uses tools and other technology to perform tasks**

TeachingStrategies®

GRADE LEVEL EXPECTATION	3b.	Communicates about their experiences with (digital or non- digital) tools and resources. (See also: Communication, Language, and Early Literacy Indicator 3a and Engineering and Technology Indicator 2a.) **Objectives for Development and Learning** · **Objective 28 Uses tools and other technology to perform tasks**
STRAND / STANDARD CATEGORY		**Engineering and Technology**
STANDARD	**4**	**Responsibility with Technology: Children begin to use digital tools and resources responsibly. (HS-ELOF: IT-C 5; IT-PMP 2; P-ATL 3; P-ATL 4; P-ATL 5) (NAEYC-ELPAS 2.H; 2.K)**
GRADE LEVEL EXPECTATION	4a.	With adult support and supervision, uses digital tools and resources responsibly. (See also: Social and Emotional Development Indicator 5a and Social Studies Indicator 2a.) **Objectives for Development and Learning** · **Objective 28 Uses tools and other technology to perform tasks**
GRADE LEVEL EXPECTATION	4b.	With adult guidance and supervision, begins to demonstrate an understanding of internet safety. (See also: Social and Emotional Development Indicator 5a and Physical Development and Health Indicator 4c.) **Objectives for Development and Learning** · **Objective 28 Uses tools and other technology to perform tasks**
STRAND / STANDARD CATEGORY		**Science**
STANDARD	**1**	**Scientific Thinking: Children explore and demonstrate curiosity about the world around them. (HS-ELOF: IT-C 1; IT-C 2; IT-C 3; IT-C 4; IT-C 5; IT-C 6; IT-C 7; IT-C 10; P-LC 6; P-SCI 1; P-SCI 2; P-SCI 3; P-SCI 4; P-SCI 5; P-SCI 6) (MI PTEC-BK: IT2; S.1; S.2; S.4; S.6; S.7) (NAEYC-ELPAS 2.G)**
GRADE LEVEL EXPECTATION	1a.	Observe and investigate their environment using scientific thinking, scientific vocabulary, and the scientific method. (See also: Approaches to Play and Learning Indicator 1a, Approaches to Play and Learning Indicator 1b, Physical Development and Health Indicator 1a, Communication, Language, and Early Literacy Indicator 2b, Mathematics Indicator 1a, and Mathematics Indicator 1b.) **Objectives for Development and Learning** · **Objective 24 Uses scientific inquiry skills**

TeachingStrategies®

GRADE LEVEL EXPECTATION	1b.	Explore cause-and-effect relationships. (See also: Mathematics Indicator 1a, Engineering and Technology Indicator 1b, and Science Indicator 2a.) **Objectives for Development and Learning** · **Objective 24 Uses scientific inquiry skills**
GRADE LEVEL EXPECTATION	1c.	Observe, compare, and classify objects and information. (See also: Physical Development and Health Indicator 1a, Physical Development and Health Indicator 5c, Mathematics Indicator 4b, Mathematics Indicator 6a, and Mathematics Indicator 6b.) **Objectives for Development and Learning** · **Objective 13 Uses classification skills**
GRADE LEVEL EXPECTATION	1d.	Communicate and/or record observations, questions, and predictions about their environment. (See also: Communication, Language, and Early Literacy Indicator 3a, Engineering and Technology Indicator 1a, Engineering and Technology Indicator 3b, and Science Indicator 1a.) **Objectives for Development and Learning** · **Objective 27 Demonstrates knowledge of Earth's environment** · **Objective 24 Uses scientific inquiry skills**
STRAND / STANDARD CATEGORY		**Science**
STANDARD	**2**	**Physical Science: Children show a growing understanding of the scientific principles of physical science. (HS-ELOF: IT-C 9; P-SCI 1; P-SCI 3) (MI PTEC-BK: IT2; S.3) (NAEYC-ELPAS 2.G)**
GRADE LEVEL EXPECTATION	2a.	Explore and compare the ways objects move, including their speed, direction, and duration of movement. (See also: Science Indicator 1b.) **Objectives for Development and Learning** · **Objective 26 Demonstrates knowledge of the physical properties of objects and materials**
GRADE LEVEL EXPECTATION	2b.	Explore and observe the states of matter (liquids, solids, gasses) in their environment. (See also: Physical Development and Health Indicator 1a, Mathematics Indicator 6a, Mathematics Indicator 6b, and Science Indicator 1c.) **Objectives for Development and Learning** · **Objective 26 Demonstrates knowledge of the physical properties of objects and materials**

TeachingStrategies®

GRADE LEVEL EXPECTATION	2c.	Observe and explore light and sound. (See also: Creative and Expressive Arts Indicator 2b.) **Objectives for Development and Learning** · **Objective 26 Demonstrates knowledge of the physical properties of objects and materials**

STRAND / STANDARD CATEGORY		**Science**

STANDARD	**3**	**Earth Science: Children show a growing understanding of the scientific principles related to the earth. (MI PTEC-BK: S.3) (NAEYC-ELPAS 2.G)**
GRADE LEVEL EXPECTATION	3a.	Explore and recognize a variety of earth materials in their community (soil, rocks, water, etc.) and their observable properties. (See also: Physical Development and Health Indicator 1a, Mathematics Indicator 6a, Mathematics Indicator 6b, and Science Indicator 1c.) **Objectives for Development and Learning** · **Objective 27 Demonstrates knowledge of Earth's environment**
GRADE LEVEL EXPECTATION	3b.	Recognize and identify different weather conditions and the ways weather can impact their lives. (See also: Social and Emotional Development Indicator 5a, Physical Development and Health Indicator 1a, Physical Development and Health Indicator 4c, Mathematics Indicator 6a, Mathematics Indicator 6b, and Science Indicator 1c.) **Objectives for Development and Learning** · **Objective 27 Demonstrates knowledge of Earth's environment**
GRADE LEVEL EXPECTATION	3c.	Recognize and make connections between the seasons and their observable characteristics. (See also: Physical Development and Health Indicator 1a, Mathematics Indicator 6a, Mathematics Indicator 6b, Science Indicator 1c, and Science Indicator 3b.) **Objectives for Development and Learning** · **Objective 27 Demonstrates knowledge of Earth's environment**

STRAND / STANDARD CATEGORY		**Science**

STANDARD	**4**	**Life Science: Children show a growing understanding of scientific knowledge related to living and non-living things. (MI PTEC-BK: S.3) (NAEYC-ELPAS 2.G)**
GRADE LEVEL EXPECTATION	4a.	Explore, observe, notice, and describe a variety of plants and animals in their community, and their life cycles. (Approaches to Play and Learning Indicator 1b, Approaches to Play and Learning Indicator 1c, and Science Indicator 1a.) **Objectives for Development and Learning** · **Objective 25 Demonstrates knowledge of the characteristics of living things**

TeachingStrategies®

GRADE LEVEL EXPECTATION	4b.	Observe and explore the habitats of a variety of plants and animals in their community (such as wooded areas, parks, lakes, and streams). (See also: Approaches to Play and Learning Indicator 1b, Approaches to Play and Learning Indicator 1c, Science Indicator 1a, Science Indicator 4a, Social Studies Indicator 3a, and Social Studies Indicator 3b.)

Objectives for Development and Learning
· **Objective 25 Demonstrates knowledge of the characteristics of living things**

GRADE LEVEL EXPECTATION	4c.	Observe, describe, and compare the differences between living and non-living things. (See also: Physical Development and Health Indicator 1a, Mathematics Indicator 6a, Mathematics Indicator 6b, Science Indicator 1c, and Science Indicator 4a.)

Objectives for Development and Learning
· **Objective 25 Demonstrates knowledge of the characteristics of living things**

STRAND / STANDARD CATEGORY		Social Studies

STANDARD	1	**Self, Family, and Belonging: Children understand and respect themselves and others as individuals and as members of a family, learning environment, and community. (HS-ELOF: IT-SE 1; IT-SE 2; IT-SE 3; IT-SE 10; IT-SE 11; IT-SE 12; IT-SE 13; P-ATL 2; P-SE 9: P-SE 11) (MI PTEC-BK: SS.1; SS.2) (NAEYC-ELPAS 2.B; 2.L)**

GRADE LEVEL EXPECTATION	1a.	Recognize themselves as unique individuals and become aware of the uniqueness of others. (See also: Social and Emotional Development Indicator 1a, Social Studies Indicator 1c, and Social Studies Indicator 1d.)

Objectives for Development and Learning
· **Objective 29 Demonstrates knowledge about self**
· **Objective 30 Shows basic understanding of people and how they live**

GRADE LEVEL EXPECTATION	1b.	Recognize themselves as members of a family and become aware of how families are alike and different. (See also: Social and Emotional Development Indicator 4a and Social Studies Indicator 1c.)

Objectives for Development and Learning
· **Objective 30 Shows basic understanding of people and how they live**

GRADE LEVEL EXPECTATION	1c.	Demonstrate a growing sense of belonging across their home, their learning environment, and their community. (See also: Social and Emotional Development Indicator 4a, Social and Emotional Development Indicator 5b, Social Studies Indicator 1b, Social Studies Indicator 1d, and Social Studies Indicator 2a.)

Objectives for Development and Learning
· **Objective 30 Shows basic understanding of people and how they live**

TeachingStrategies®

GRADE LEVEL EXPECTATION	1d.	Participate in the routines, customs, and traditions of their family and community, and develops an awareness of and respect for the ways these can differ across settings, families, and cultures. (Social and Emotional Development Indicator 5b and Social Studies Indicator 1c.) **Objectives for Development and Learning** **· Objective 30 Shows basic understanding of people and how they live**

STRAND / STANDARD CATEGORY   **Social Studies**

STANDARD	**2**	**Community and Contribution: Children recognize the value in the contributions they, their families, and others make to the community. (HS-ELOF: IT-SE 1; IT-SE 2; IT-C 2; IT-C 3; IT-C 5; P-ATL-2; P-ATL 3; P-ATL 9; P-SE 2; P-SE 3; P-SE 4; P-SE 5; P-SE 10; P-SE 11) (MI PTEC-BK: SS.1; SS.5; SS.6) (NAEYC- ELPAS 2.B; 2.L)**
GRADE LEVEL EXPECTATION	2a.	Show a growing understanding of and participation with the expectations, boundaries, and responsibilities in their family, learning environment, and community. (See also: Social and Emotional Development Indicator 5a, Engineering and Technology Indicator 4a, and Social Studies Indicator 1c.) **Objectives for Development and Learning** **· Objective 01 Regulates own emotions and behaviors b. Follows limits and expectations** **· Objective 30 Shows basic understanding of people and how they live**
GRADE LEVEL EXPECTATION	2b.	Develop a growing understanding of what people need to thrive and the ways people fill those needs. (See also: Approaches to Play and Learning Indicator 4c, Social and Emotional Development Indicator 3a, and Science Indicator 4a.) **Objectives for Development and Learning** **· Objective 30 Shows basic understanding of people and how they live**
GRADE LEVEL EXPECTATION	2c.	Develop a growing understanding of value, as well as supply and demand, as they relate to sharing and trading. (See also: Approaches to Play and Learning Indicator 2a and Mathematics Indicator 2a.) **Objectives for Development and Learning** **· Objective 30 Shows basic understanding of people and how they live**

STRAND / STANDARD CATEGORY   **Social Studies**

STANDARD	**3**	**Time, Place, and the Environment - Children begin to understand their place and time in the broader world. (HS-ELOF: IT-ATL 6; IT-ATL 7; IT-C 3; IT-C 4; IT-C 5; P-SCI 1; P-LC 6; P-MATH 10) (MI PTEC-BK: SS.3; SS.4) (NAEYC-ELPAS 2.B; 2.G; 2.L)**

GRADE LEVEL EXPECTATION	3a.	Explore and learn how to respectfully interact with nature. (See also: Science Indicator 4b.) **Objectives for Development and Learning** · **Objective 25 Demonstrates knowledge of the characteristics of living things** · **Objective 27 Demonstrates knowledge of Earth's environment**
GRADE LEVEL EXPECTATION	3b.	Begin to identify, and use location vocabulary to describe, places and physical features in their environment. (See also: Communication, Language, and Early Literacy Indicator 2b.) **Objectives for Development and Learning** · **Objective 32 Demonstrates simple geographic knowledge**
GRADE LEVEL EXPECTATION	3c.	Demonstrate a growing understanding of the passage of time as it impacts their lives. (See also: Science Indicator 3c and Social Studies Indicator 2a.) **Objectives for Development and Learning** · **Objective 31 Explores changes related to familiar people or places** · **Objective 09 Uses language to express thoughts and needs d. Tells about another time or place**