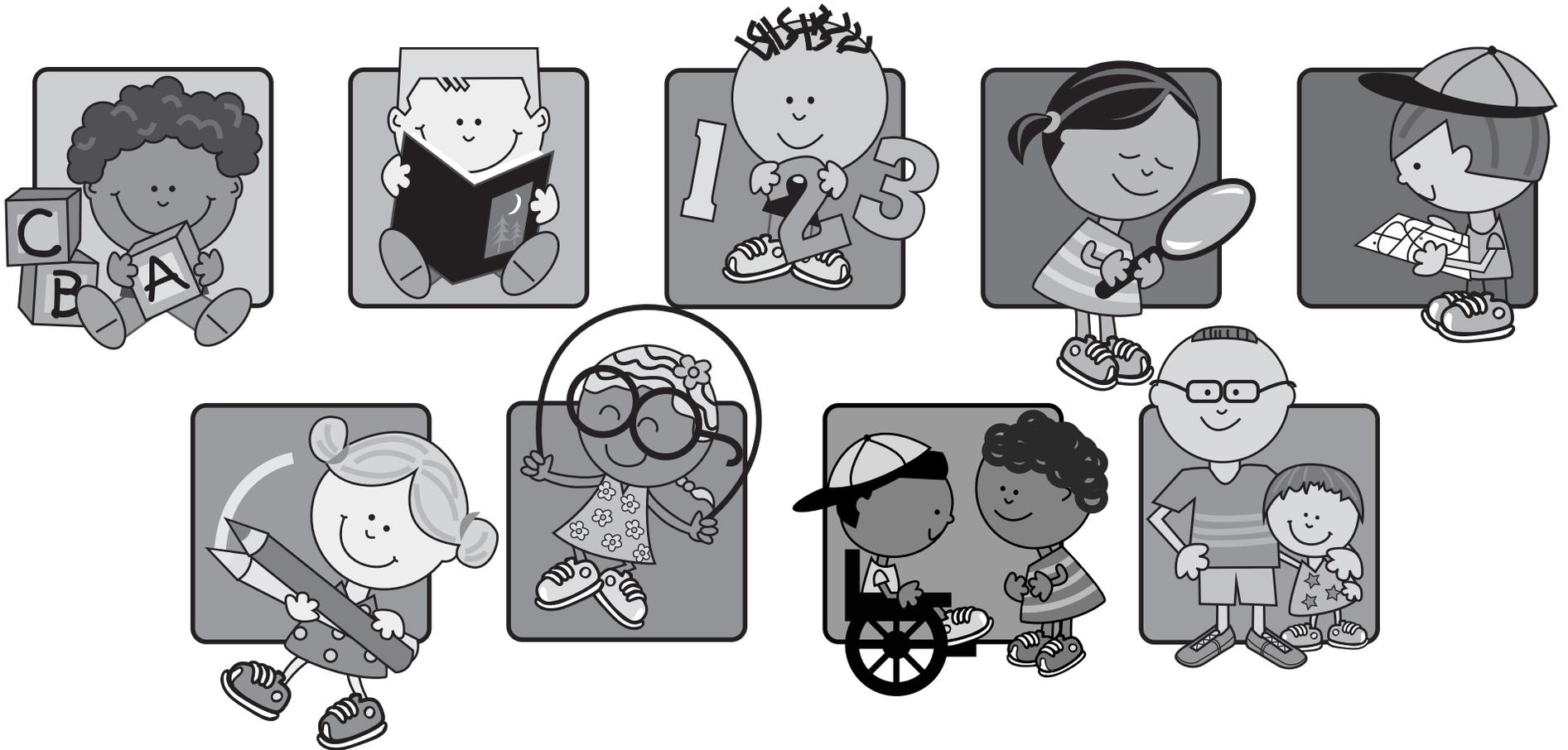


CONTINUUM

Infant-Toddler • Pre-Kindergarten • Kindergarten



2014 Pennsylvania Learning Standards for Early Childhood
Office of Child Development and Early Learning

Pennsylvania Department of Education and Department of Human Services

APPROACHES TO LEARNING THROUGH PLAY

STANDARD AREA AL.1 Constructing and Gathering Knowledge

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
A. Curiosity and Initiative	AL.1 I.A Use the senses as a primary means to explore and learn from the environment.	AL.1 YT.A Show interest in various environmental stimuli.	AL.1 OT.A Explore characteristics of and ask questions about objects people, activities, and environments.	AL.1 PK.A Explore and ask questions to seek meaningful information about a growing range of topics, ideas, and tasks.	AL.1 K.A Demonstrate an eagerness to discover and discuss a growing range of topics, ideas, and tasks.
B. Risk-Taking	AL.1 I.B Explore in the comfort of a familiar surrounding or adult.	AL.1 YT.B Explore the environment in close proximity to and in the constant sight of familiar adult.	AL.1 OT.B Explore the environment independently seeking occasional approval from adults.	AL.1 PK.B Demonstrate a willingness to participate in new and challenging experiences.	AL.1 K.B Demonstrate a willingness to participate in an increasing variety of diverse experiences.
C. Stages of Play	AL.1 I.C Engage in parallel play.	AL.1 YT.C Engage in associative play.	AL.1 OT.C Engage with others in simple cooperative play.	AL.1 PK.C Engage in complex play sequences with two or more children.	AL.1 K.C Engage in elaborate, interactive play sequences that include acting out roles and negotiating play themes.

STANDARD AREA AL.2 Organizing and Understanding Information

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
A. Engagement and Attention	AL.2 I.A Interact with others, objects, or activities for short periods of time.	AL.2 YT.A Engage with others, focus attention, and participate in activities for longer periods of time.	AL.2 OT.A Focus attention and participate in task-oriented activities.	AL.2 PK.A Work toward completing a task, even if challenging, and despite interruptions.	AL.2 K.A Demonstrate capacity to concentrate over time on task, despite interruptions, or classroom disruptions.
B. Task Analysis	AL.2 I.B Anticipate next step of a familiar routine or activity.	AL.2 YT.B Know the sequence of familiar routines.	AL.2 OT.B Identify and complete the sequence of familiar routines and tasks.	AL.2 PK.B Independently break simple tasks into steps and complete them one at a time.	AL.2 K.B Complete multi-step tasks with independence.
C. Persistence	AL.2 I.C Engage with an object in more than one way.	AL.2 YT.C Attempt to accomplish challenging tasks.	AL.2 OT.C Attempt to accomplish challenging tasks by employing familiar strategies.	AL.2 PK.C Attempt to accomplish challenging tasks by employing familiar and new strategies as needed.	AL.2 K.C Accomplish challenging tasks from beginning to end independently.

D. Patterning	<i>EMERGING</i>	AL.2 YT.D Recognize simple patterns in the environment.	AL.2 OT.D Recognize and create simple patterns.	AL.2 PK.D Recognize and extend simple patterns.	AL.2 K.D Create a simple and/or complex pattern using various objects.
E. Memory	AL.2 I.E Recognize and respond to familiar adults and routines.	AL.2 YT.E Recall information from previous experiences.	AL.2 OT.E Retain and recall information from previous experiences.	AL.2 PK.E Retain and recall information presented over a short period of time.	AL.2 K.E Retain and recall information presented in past learning experiences.

STANDARD AREA AL.3 Applying Knowledge

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
A. Creativity	AL.3 I.A/B Respond to music, art, and stories.	AL.3 YT.A/B Express self through simple actions, gestures, and words.	AL.3 OT.A/B Construct music, art, and stories as a means of self-expression.	AL.3 PK.A Use music, art, and/or stories to express ideas, thoughts, and feelings.	AL.3 K.A Use music, art, and/or stories to express ideas, thoughts, and feelings.
B. Invention				AL.3 PK.B Produce and explain the purpose for a new creation.	AL.3 K.B Create an object to serve a functional purpose.
C. Representation	AL.3 I.C Use a variety of materials to create.	AL.3 YT.C Use a variety of materials to represent familiar objects.	AL.3 OT.C Experiment with materials to represent objects.	AL.3 PK.C Use materials and objects to represent new concepts.	AL.3 K.C Combine materials to make a new object or result.

STANDARD AREA AL.4 Learning through Experience

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
A. Making Connections	<p>AL.4 I.A Demonstrate comfort in routines, objects, and materials that reflect home experiences.</p>	<p>AL.4 YT.A Relay experience from one setting to another.</p>	<p>AL.4 OT.A Notice similarities and differences between settings.</p>	<p>AL.4 PK.A Relate knowledge learned from one experience to a similar experience in a new setting.</p>	<p>AL.4 K.A Relate knowledge learned from one experience to a similar experience in a new setting.</p>
B. Resiliency	<p>AL.4 I.B Use comfort of familiar experiences to explore new activities and experiences.</p>	<p>AL.4 YT.B Repeat familiar activity to gain comfort and confidence.</p>	<p>AL.4 OT.B Approach new experiences with confidence.</p>	<p>AL.4 PK.B Recognize that everyone makes mistakes and that using positive coping skills can result in learning from the experience.</p>	<p>AL.4 K.B Recognize that everyone makes mistakes and that using positive coping skills can result in learning from the experience.</p>
C. Problem-Solving	<p>AL.4 I.C Play with a variety of objects to determine similar and different outcomes.</p>	<p>AL.4 YT.C Solve simple problems independently.</p>	<p>AL.4 OT.C Attempt problem-solving activities to achieve a positive outcome.</p>	<p>AL.4 PK.C Attempt problem-solving activities to achieve a positive outcome.</p>	<p>AL.4 K.C Employ problem-solving strategies to achieve a positive outcome.</p>

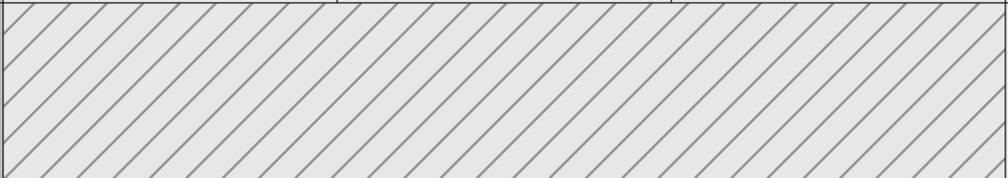
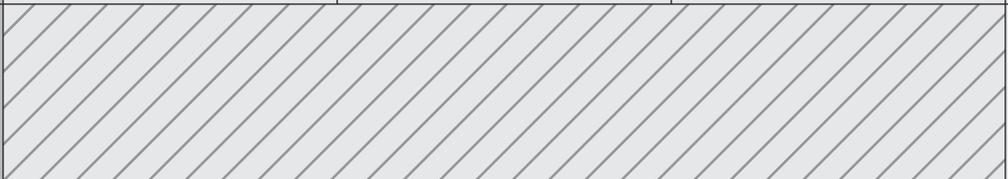
LANGUAGE AND LITERACY DEVELOPMENT

STANDARD AREA 1.1 Foundational Skills

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
A. Book Handling	1.1 I.A Explore books in a variety of ways.	1.1 Y.T.A Demonstrate beginning book-handling skills.	1.1 O.T.A Focus attention and participate in task-oriented activities.	1.1 P.K.A Practice appropriate book-handling skills.	1.1 K.A Use book-handling skills.
B. Print Concepts	1.1 I.B Demonstrate interest in books that have color, pattern, and contrast.	1.1 Y.T.B Demonstrate interest in pictures and text.	1.1 O.T.B Recognize that print has meaning.	1.1 P.K.B Identify basic features of print.	1.1 K.B. Demonstrate understanding of the organization and basic features of print.
C. Phonological Awareness	1.1 I.C Respond to sounds in the environment.	1.1 Y.T.C Identify and imitate familiar sounds in the environment.	1.1 O.T.C Categorize familiar sounds.	1.1 P.K.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	1.1 K.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
D. Phonics and Word Recognition	<i>EMERGING</i>	<i>EMERGING</i>	1.1 O.T.D Recognize familiar environmental print.	1.1 P.K.D Develop beginning phonics and word skills.	1.1 K.D Know and apply grade-level phonics and word analysis skills in decoding words.
E. Fluency	<i>EMERGING TO ...</i>			<i>EMERGING TO ...</i> Read emergent reader text with purpose and understanding.	1.1 K.E Read emergent-reader text with purpose and understanding.

STANDARD AREA 1.2 Reading Informational Text

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
A. Key Ideas and Details—Main Idea	<i>EMERGING TO ...</i>			1.1 P.K.A With prompting and support, retell key details of text that support a provided main idea.	1.2 K.A With prompting and support, identify the main idea and retell key details of text.

B. Key Ideas and Details—Text Analysis	1.2 I.B Attend to a picture in a text when reading with an adult.	1.2 YT.B Respond to simple questions about a text.	1.2 OT.B Answer simple questions about a text.	1.1 PK.B Answer questions about a text.	1.2 K.B With prompting and support, answer questions about key details in a text.
C. Key Ideas and Details	<i>EMERGING</i>	1.2 YT.C Relate familiar objects in a text to personal experience.	1.2 OT.C Relate text to personal experiences when asked.	1.2 PK.C With prompting and support, make connections between information in a text and personal experience.	1.2 K.C With prompting and support, make a connection between two individuals, events, ideas, or pieces of information in a text.
E. Craft and Structure—Text Structure	<i>EMERGING</i>	1.2 YTE Identify a favorite book by its cover.	1.2 OTE Identify a text by the front cover.	1.1 PKE Identify the front cover, back cover, and title page of a book.	1.2 KE Identify parts of a book (title, author) and parts of a text (beginning, end, details).
F. Craft and Structure—Vocabulary				1.2 PK.F With prompting and support, answer questions about unfamiliar words read aloud from a text.	1.2 KF With prompting and support, ask and answer questions about unknown words in a text.
G. Integration of Knowledge and Ideas—Diverse Media	<i>EMERGING</i>	<i>EMERGING</i>	1.2 OT.G Notice details in illustration or picture.	1.2 PK.G With prompting and support, answer questions to connect illustrations to the written word.	1.2 K.G Answer questions to describe the relationship between illustrations and the text in which they appear.
I. Integration of Knowledge and Ideas—Analysis Across Texts				1.2 PK.I With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic.	1.2 K.I With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic.
J. Vocabulary Acquisition and Use	1.2 IJ Use single words to identify family members and familiar objects.	1.2 YTJ Use new vocabulary in everyday speech.	1.2 OTJ Use expanded vocabulary in everyday speech.	1.2 PK.J Use new vocabulary and phrases acquired in conversations and being read to.	1.2 KJ Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.

K. Vocabulary Acquisition and Use				1.2 PK.K With prompting and support, clarify unknown words or phrases read aloud.	1.2 K.K Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade level reading and content.
L. Range of Reading	1.2 I.L Engage in reading activities.	1.2 YT.L Actively engage in reading activities for short periods of time.	1.2 OT.L Actively engage in small group reading activities.	1.2 PK.L With prompting and support, actively engage in group reading activities with purpose and understanding.	1.2 K.L Actively engage in group reading activities with purpose and understanding.

STANDARD AREA 1.3 Reading Literature

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
A. Key Ideas and Details—Theme	<i>EMERGING</i>	<i>EMERGING</i>	1.3 OT.A Recall an event from a story.	1.3 PK.A With prompting and support, retell a familiar story in a sequence with picture support.	1.3 K.A With prompting and support, retell familiar stories including key details.
B. Key Ideas and Details—Text Analysis	1.3 I.B Attend to a picture in a story when reading with an adult.	1.3 YT.B Respond to simple questions about a story.	1.3 OT.B Answer simple questions about a story.	1.3 PK.B Answer questions about a particular story (who, what, how, when, and where).	1.3 K.B Answer questions about key details in a text.
C. Key Ideas and Details—Literary Elements	<i>EMERGING</i>	<i>EMERGING</i>	1.3 OT.C Recognize pictures of familiar characters in a book.	1.3 PK.C With prompting and support, answer questions to identify characters, settings, and major events in a story.	1.3 K.C With prompting and support, identify characters, settings, and major events in a story.
D. Craft and Structure—Point of View				1.3 PK.D With prompting and support, name the author and illustrator of a story.	1.3 K.D Name the author and illustrator of a story and define the role of each in telling the story.
E. Craft and Structure—Text Structure				1.3 PK.E With prompting and support, recognize common types of text.	1.3 K.E Recognize common types of text.

P. Narrative – Organization				1.4 PK.P Recount a single event and tell about the events in the order in which they occurred.	1.1 K.P Recount a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
R. Narrative – Conventions of Language	1.4 I.R Make marks with writing and drawing tools.	1.4 Y.T.R Scribble with writing and drawing tools.	1.4 O.T.R Intentionally make marks with writing and drawing tools.	<i>EMERGING TO ...</i> Spell simple words phonetically.	1.4 K.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
T. Production and Distribution of Writing – Writing Process				1.4 PK.T With guidance and support from adults and peers, respond to questions and suggestions, add details as needed.	1.4 K.T With guidance and support from adults and peers, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
V. Conducting Research	<i>EMERGING</i>	<i>EMERGING</i>	1.4 O.T.V Ask questions about topics of personal interest to gain information.	1.4 PK.V Ask questions about topics of personal interest to gain information; with teacher guidance and support, locate information on the chosen topic.	1.4 K.V With guidance and support, explore a variety of digital tools to produce and publish writing or in collaboration with peers.
W. Credibility, Reliability, and Validity of Sources				1.4 PK.W With guidance and support, recall information from experiences or books.	1.4 K.W Participate in individual or shared research projects on a topic of interest.
X. Range of Writing				<i>EMERGING TO ...</i> Write routinely over short time frames.	1.4 K.X Write routinely over short time frames.

MATHEMATICAL THINKING AND EXPRESSION

STANDARD AREA 2.1 Numbers and Operations

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
A.1 Counting and Cardinality – Cardinality	2.1 I.A.1 Explore objects.	2.1 YTA.1 Imitate rote counting using some names of numbers.	2.1 OTA.1 Know some number names and the count sequence.	2.1 PK.A.1 Know number names and the count sequence.	2.1 K.A.1 Know number names and write and recite the count sequence.
A.2 Counting and Cardinality – Counting	<i>EMERGING</i>	<i>EMERGING</i>	2.1 OTA.2 Count to tell the number of objects.	2.1 PK.A.2 Count to tell the number of objects.	2.1 K.A.2 Apply one-to-one correspondence to count the number of objects.
A.3 Counting and Cardinality – Comparing	2.1 I.A.3 Explore relationships between objects.	2.1. YTA.3 Explore simple comparisons of quantity.	2.1. OTA.3 Use comparative language to show understanding of more or less.	2.1 PK.A.3 Compare numbers.	2.1 K.A.3 Apply the concept of magnitude to compare numbers and quantities.
MP Counting and Cardinality – Mathematical Processes	2.1 I.MP Engage in numerical play.	2.1 YT.MP Engage and persist in numerical play.	2.1 OT.MP Use mathematical processes when quantifying, comparing, and representing numbers.	2.1 PK.MP Use mathematical processes when quantifying, comparing, representing, and modeling numbers.	2.1 K.MP Use mathematical processes when quantifying, comparing, representing, and modeling numbers.

STANDARD AREA 2.2 Algebraic Concepts

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
A.1 Operations and Algebraic Thinking	<i>EMERGING</i>	2.2 YTA.1 Sort manipulatives into sets.	2.2 OTA.1 Add to and take apart sets.	2.2 PK.A.1 Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	2.2 K.A.1 Extend the concepts of putting together and taking apart to add and subtract within 10.
MP Operations and Algebraic Thinking – Mathematical Processes				2.2 PK.MP Use mathematical processes when representing relationships.	2.2 K.MP Use mathematical processes when representing relationships.

STANDARD AREA 2.3 Geometry

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
A.1 Geometry – Identification	2.3 I.A.1 Explore objects of different sizes and shapes.	2.3 YTA.1 Match identical shapes.	2.3 OTA.1 Recognize and identify basic shapes in the environment.	2.3 PK.A.1 Identify and describe shapes.	2.3 K.A.1 Identify and describe two- and three- dimensional shapes.
A.2 Geometry – Application	<i>EMERGING</i>	<i>EMERGING</i>	2.3 OTA.2 Create and compose simple shapes.	2.3 PK.A.2 Analyze, compare, create, and compose shapes.	2.3 K.A.2 Analyze, compare, create, and compose two- and three- dimensional shapes.
MP Geometry – Mathematical Processes	2.3 I.MP Engage in geometric play.	2.3 YT.MP Engage and persist in geometric play.	2.3 OT.MP Use mathematical processes when creating and composing shapes.	2.3 PK.MP Use mathematical processes when drawing, constructing, modeling, and representing shapes.	2.3 K.MP Use mathematical processes when drawing, constructing, modeling, and representing shapes.

STANDARD AREA 2.4 Measurement, Data, and Probability

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
A.1 Measurement and Data – Measurement	<i>EMERGING</i>	2.4 YTA.1 Engage in measurement experiences.	2.4 OTA.1 Use basic measurement vocabulary.	2.4 PK.A.1 Describe and compare measurable attributes of length and weights of everyday objects.	2.4 K.A.1 Describe and compare attributes of length, area, weight, and capacity of everyday objects.
A.4 Measurement and Data – Data	<i>EMERGING</i>	2.4 YTA.4 Participate in sorting objects.	2.4 OTA.4 Classify objects and count the number of objects in each category.	2.4 PK.A.4 Classify objects and count the number of objects in each category.	2.4 K.A.4 Classify objects and count the number of objects in each category.
MP Measurement and Data – Mathematical Processes	<i>EMERGING</i>	2.1 YT.MP Engage and persist when measuring and sorting objects.	2.1 OT.MP Use mathematical processes when measuring; organizing data.	2.4 PK.MP Use mathematical processes when measuring; representing, organizing, and understanding data.	2.4 K.MP Use mathematical processes when measuring; representing, organizing, and understanding data.

SCIENTIFIC THINKING AND TECHNOLOGY

STANDARD AREA 3.1 Biological Sciences

A. Living and Non-Living Organisms

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
1. Common Characteristics of Life	3.1 I.A.1 Show interest in the natural world.	3.1 YTA.1 Explore the characteristics of living things.	3.1 OTA.1 Identify basic characteristics of some living and non-living things.	3.1 PK.A.1 Recognize the difference between living and non-living things.	3.1 K.A.1 Identify the similarities and differences of living and non-living things.
2. Energy Flow	<i>EMERGING</i>	3.1 YTA.2 Explore the basic needs of plants and animals.	3.1 OTA.2 Recognize that plants and animals have basic needs.	3.1 PK.A.2 Identify basic needs of plants (water and light) and animals (food, water, and light).	Continued Support of Pre-Kindergarten Standard
3. Life Cycles	<i>EMERGING</i>	<i>EMERGING</i>	3.1 OTA.3 Notice plants and animals growing and changing.	3.1 PK.A.3 Recognize that plants and animals grow and change.	3.1 K.A.3 Observe, compare, and describe stages of life cycles for plants and/or animals.
5. Form and Function	3.1 I.A.5 Explore parts of living things in their environment.	3.1 YTA.5 Recognize parts of living things in their environment.	3.1 OTA.5 Identify basic parts of living things.	3.1 PK.A.5 Name basic parts of living things.	3.1 K.A.5 Observe and describe structures and behaviors of a variety of common animals.
9. Science as Inquiry	3.1 I.A.9 Participate in simple investigations of living and non-living things.	3.1 YTA.9 Participate in simple investigations to observe living and non-living things.	3.1 OTA.9 Participate in simple investigations of living and non-living things to answer a question.	3.1 PK.A.9 Participate in simple investigations about living and/or non-living things to answer a question or to test a prediction.	3.1 K.A.9 Participate in simple investigations about living and/or non-living things to answer a question or to test a prediction.

STANDARD AREA 3.1 Biological Sciences

B. Genetics

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
1. Heredity	3.1 I.B.1 Recognize self and family members.	3.1 YT.B.1 Recognize familiar animals and their babies.	3.1 OT.B.1 Notice similarities and differences between living things from the same species.	3.1 PK.B.1 Recognize and compare physical characteristics of living things from same species.	3.1 K.B.1 Observe and describe how young animals resemble their parents and other animals of the same kind.
6. Science as Inquiry	3.1 I.B.6 Participate in simple investigations of physical characteristics of living things.	3.1 YT.B.6 Participate in simple investigations to observe physical characteristics of living things.	3.1 OT.B.6 Participate in simple investigations of physical characteristics of living things from same species to answer a question.	3.1 PK.B.6 Participate in simple investigations of physical characteristics of living things from same species to answer a question or to test a prediction.	3.1 K.B.6 Participate in simple investigations of physical characteristics of living things from same species to answer a question or to test a prediction.

STANDARD AREA 3.1 Biological Sciences

C. Evolution

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
3. Unifying Themes (Constancy and Change)	<i>EMERGING</i>	<i>EMERGING</i>	3.1 OT.C.3 Notice changes that occur in animals.	3.1 PK.C.3 Describe changes that occur in animals.	3.1 K.C.3 Describe changes that occur as a result of climate.
4. Science as Inquiry	<i>EMERGING</i>	<i>EMERGING</i>	3.1 OT.C.4 Participate in simple investigations of changes that occur in animals.	3.1 PK.C.4 Participate in simple investigations of changes in animals to answer a question or to test a prediction.	3.1 K.C.4 Participate in simple investigations of changes in animals to answer a question or to test a prediction.

STANDARD AREA 3.2 Physical Sciences

A. Chemistry

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
1. Properties of Matter	3.2 I.A.1 Explore objects with varying characteristics.	3.2 YTA.1 Engage with objects to learn about their characteristics.	3.2 OTA.1 Describe objects by their characteristics.	3.2 PK.A.1 Sort and describe objects according to size, shape, color, and texture.	3.2 KA.1 Identify and classify objects by observable properties of matter. Compare different kinds of materials and discuss their uses.

3. Matter and Energy	3.2 I.A.3 Observe activities involving changes in matter.	3.2 YTA.3 Engage in activities involving changes in matter.	3.2 OTA.3 Notice changes in matter.	3.2 PK.A.3 Notice changes in matter.	3.2 K.A.3 Describe the ways matter can change.
5. Unifying Themes	[Hatched Area]			3.2 PK.A.5 Recognize that everything is made of matter.	3.2 K.A.5 Recognize that everything is made of matter.
6. Science as Inquiry	3.2 I.A.6 Participate in simple investigations of matter.	3.2 YTA.6 Participate in simple investigations to observe changes in matter.	3.2 OTA.6 Participate in simple investigations of matter to answer a question.	3.2 PK.A.6 Participate in simple investigations of matter to answer a question or to test a prediction.	3.2 K.A.6 Participate in simple investigations of matter to answer a question or to test a prediction.

STANDARD AREA 3.2 Physical Sciences

B. Physics

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
1. Force and Motion of Practices and Rigid Bodies	3.2 I.B.1 Explore the motion of objects.	3.2 YT.B.1 Recognize and explore how objects move.	3.2 OT.B.1 Communicate about the motion of objects.	3.2 PK.B.1 Explore and describe the motion of toys and objects.	Continued Support of Pre-Kindergarten Standard
5. Nature of Waves (Sound and Light Energy)	3.2 I.B.5 Respond to sounds in the environment.	3.2 YT.B.5 Identify and imitate familiar sounds in the environment.	3.2 OT.B.5 Categorize familiar sounds.	3.2 PK.B.5 Create and describe variations of sound.	Continued Support of Pre-Kindergarten Standard
6. Unifying Themes (Energy)	[Hatched Area]			3.2 PK.B.6 Recognize that light from the sun is an important source of energy for living and non-living systems and some source of energy is needed for all organisms to stay alive and grow.	3.2 K.B.6 Recognize that light from the sun is an important source of energy for living and non-living systems and some source of energy is needed for all organisms to stay alive and grow.

7. Science as Inquiry	3.2 I.B.7 Participate in simple investigations of motion and sound.	3.2 Y.T.B.7 Participate in simple investigations to observe motion and sound.	3.2 O.T.B.7 Participate in simple investigations of motion and sound to answer a question.	3.2 P.K.B.7 Participate in simple investigations of energy and motion to answer a question or to test a prediction.	3.2 K.B.7 Participate in simple investigations of energy and motion to answer a question or to test a prediction.
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STANDARD AREA 3.3 Earth and Space Sciences

A. Earth Structures, Processes, and Cycles

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
1. Earth Features and the Processes that Change Them	3.3 I.A.1 Explore earth materials.	3.3 Y.T.A.1 Engage with earth materials.	3.3 O.T.A.1 Describe earth materials.	3.3 P.K.A.1 Sort different types of earth materials.	3.3 K.A.1 Distinguish between three types of earth materials – rock, soil, and sand.
4. Water	3.3 I.A.4 Explore water.	3.3 Y.T.A.4 Engage with water.	3.3 O.T.A.4 Discuss basic uses of water.	3.3 P.K.A.4 Identify a variety of uses for water.	3.3 K.A.4 Identify sources of water for human consumption and use.
5. Weather and Climate	3.3 I.A.5 Observe weather conditions.	3.3 Y.T.A.5 Observe and begin to label weather conditions.	3.3 O.T.A.5 Describe changes in weather conditions, and discuss how weather affects daily life.	3.3 P.K.A.5 Identify seasons that correspond with observable conditions and identify how weather affects daily life.	3.3 K.A.5 Record daily weather conditions using simple charts and graphs. Identify seasonal changes in the environment. Distinguish between types of precipitation.
7. Science as Inquiry	3.3 I.A.7 Participate in simple investigations of earth materials, processes, and cycles.	3.3 Y.T.A.7 Participate in simple investigations of earth materials, processes, and cycles.	3.3 O.T.A.7 Participate in simple investigations of earth materials, processes, and cycles to answer a question.	3.3 P.K.A.7 Participate in simple investigations of earth structures, processes, and cycles to answer a question or to test a prediction.	3.3 K.A.7 Participate in simple investigations of earth structures, processes, and cycles to answer a question or to test a prediction.

D. Waste Management	<i>EMERGING</i>	4.5 YT.D Use appropriate trash receptacles.	4.5 OT.D Communicate about and use appropriate trash receptacles.	4.5 PK.D Describe how everyday human activities generate waste.	4.5 K.D Identify waste and practice ways to reduce, reuse, and recycle.
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STANDARD AREA 15.4 Computer and Information Technology

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
A. Influence of Emerging Technologies	15.4 I.A Imitate use of various technologies in play.	15.4 YT.A Imitate use of various technologies in play.	15.4 OT.A Communicate about technology in their environment.	15.4 PK.A Identify various technologies used in the classroom and at home.	15.4 K.A Identify various technologies used in the classroom and at home.
B. Digital Citizenship				15.4 PK.B Demonstrate responsible use of technology and equipment.	15.4 K.B Demonstrate responsible use of technology and equipment.
C. Hardware				15.4 PK.C With prompting and support, identify peripheral devices of computer system including input and output devices.	15.4 K.C With prompting and support, identify peripheral devices of computer system including input and output devices.
D. Input Technologies				15.4 PK.D Demonstrate the correct use of simple input technologies. (e.g., mouse, touch screen, microphone, etc.).	15.4 K.D Demonstrate the correct use of simple input technologies. (e.g., mouse, touch screen, microphone, etc.)
G. Software/Applications				15.4 PK.G With help and support, select and use various software/applications for an intended purpose.	15.4 K.G With help and support, select and use various software/applications for an intended purpose.
K. Digital Media				15.4 PK.K With help and support, identify similarities and differences between text, graphics, audio, animation, and video.	15.4 K.K With help and support, identify similarities and differences between text, graphics, audio, animation, and video.

<p>L. Technology Research</p>				<p>15.4 PK.L With help and support, use Web browser to locate content-specific Web sites.</p>	<p>15.4 K.L With help and support, use Web browser to locate content-specific Web sites.</p>
<p>M. Emerging Technologies in Careers</p>	<p>15.4 I.M Explore pictures and objects that represent workplace technologies.</p>	<p>15.4 YT.M Engage with objects that represent workplace technologies.</p>	<p>15.4 OT.M Communicate about workplace technologies and their uses.</p>	<p>15.4 PK.M With help and support, identify various technologies used in the workplace.</p>	<p>15.4 K.M With help and support, identify various technologies used in the workplace.</p>

Civics and Government

STANDARD AREA 5.3 – How Government Works

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
C. Government Services	5.3 I.C Explore costumes and props that represent community workers.	5.3 YT.C Engage with costumes and props that represent community workers.	5.3 OT.C Recognize community workers through their uniforms and equipment.	5.3 PK.C Identify community workers through their uniforms and equipment.	5.3 K.C Identify roles of firefighters, police officers, and emergency workers.
F. Conflict and the Court System	(This area is shaded out)			5.3 PK.F Identify appropriate behaviors for responsible classroom citizens.	5.3 K.F Identify and explain behaviors for responsible classroom citizens.

Economics

STANDARD AREA 6.1 – Scarcity and Choice

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
A. Scarcity and Choice	(This area is shaded out)			EMERGING TO ... Identify how scarcity influences choice.	6.1 K.A Identify how scarcity influences choice.
B. Limited Resources	(This area is shaded out)			EMERGING TO ... Identify family wants and needs.	6.1 K.B Identify family wants and needs.
D. Incentives and Choice	6.1 I.D Demonstrate preference for specific objects and people.	6.1 YT.D Make simple choices.	6.1 OT.D Communicate about a choice based on individual interest.	6.1 PK.D Identify a choice based on individual interest.	6.1 K.D Identify a choice based on family interest.

CREATIVE THINKING AND EXPRESSION

STANDARD AREA 9.1.M Production and Performance – Music and Movement

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
A. Elements and Principles	<i>EMERGING</i>	9.1.M YT.A. Demonstrate an understanding of basic elements of music and movement.	9.1.M OT.A Know and use basic elements of music and movement.	9.1.M PK.A Know and use basic elements and principles of music and movement.	9.1.M K.A Know and use basic elements and principles of music and movement.
B. Demonstration	9.1.M I.B Act out familiar scenarios.	9.1.M YT.B Act out familiar scenarios using objects with intended purpose.	9.1.M OT.B Explore real or make-believe scenarios through dramatic play.	9.1.M PK.B Respond to different types of music and dance through participation and discussion.	9.1.M K.B Respond to different types of music and dance through participation and discussion.
E. Representation	<i>EMERGING</i>	<i>EMERGING</i>	9.1.M OT.E Use imagination and creativity to express self through dramatic play.	9.1.M PK.E Use imagination and creativity to express self through music and dance.	9.1.M K.E Use imagination and creativity to express self through music and dance.
J. Technologies	9.1.M I.J Use technologies for producing music.	9.1.M YT.J Use a variety of technologies for producing music or performing movements.	9.1.M OT.J Use a variety of technologies for producing music or performing movements.	9.1.M PK.J Use a variety of technologies for producing or performing works of art.	9.1.M K.J Use a variety of technologies for producing or performing works of art.

STANDARD AREA 9.1.D Production and Performance – Dramatic and Performance Play

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
B. Demonstration	9.1.D I.B Act out familiar scenarios.	9.1.D YT.B Act out familiar scenarios using objects with intended purpose.	9.1.D OT.B Explore real or make-believe scenarios through dramatic play.	9.1.D PK.B Recreate a dramatic play experience for an audience.	9.1.D K.B Recreate a dramatic play experience for an audience.
E. Representation	<i>EMERGING</i>	<i>EMERGING</i>	9.1.D OT.E Use imagination and creativity to express self through dramatic play.	9.1.D PK.E Use imagination and creativity to express self through dramatic play.	9.1.D K.E Use imagination and creativity to express self through dramatic play.

STANDARD AREA 9.1.V Production and Performance – Visual Arts

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
A. Elements and Principles	<i>EMERGING</i>	9.1.V YT.A. Demonstrate an understanding of basic elements of visual arts.	9.1.V OT.A Know and use basic elements of visual arts.	9.1.V PK.A Know and use basic elements of visual arts.	9.1.V K.A Know and use basic elements of visual arts.
B. Demonstration	9.1.V I.B Combine a variety of materials to engage in the process of art.	9.1.V YT.B Combine a variety of materials to engage in the process of art.	9.1.V OT.B Combine a variety of materials to engage in the process of art.	9.1.V PK.B Combine a variety of materials to create a work of art.	9.1.V K.B Combine a variety of materials to create a work of art.
E. Representation	<i>EMERGING</i>	<i>EMERGING</i>	9.1.M OT.E Use imagination and creativity to express self through the process of art.	9.1.V PK.E Use imagination and creativity to express self through visual arts.	9.1.V K.E Use imagination and creativity to express self through visual arts.
J. Technologies	9.1.V I.J Use technologies in the process of creating art.	9.1.V YT.J Use a variety of technologies in the process of creating art.	9.1.V OT.J Use a variety of technologies in the process of creating art.	9.1.V PK.J Use a variety of technologies for producing works of art.	9.1.V K.J Use a variety of technologies for producing works of art.

STANDARD AREA 9.2 Historical and Cultural Context of Works in the Arts

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
D. Perspective				9.2 PK.D Explain that instruments or art forms represent cultural perspectives.	9.2 K.D Explain that instruments or art forms represent cultural perspectives.

STANDARD AREA 9.3 Critical Response to Works in the Arts

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
F. Identification	9.3 I.F Explore a variety of art forms.	9.3 YT.F Engage with a variety of art forms.	9.3 OT.F Communicate about a variety of art forms.	9.3 PK.F Recognize and name a variety of art forms.	9.3 K.F Recognize and name a variety of art forms.
G. Critical Response	9.3 I.G Respond to various art forms.	9.3 YT.G Show interest in others' artistic expressions.	9.3 OT.G Comment on characteristics of others' artistic expressions.	9.3 PK.G Formulate and share an opinion about others' art products.	9.3 K.G Formulate and share an opinion about others' art products.

STANDARD AREA 9.4 Aesthetic Response to Works in the Arts

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
B. Emotional Response				9.4 PK.B Demonstrate an emotional response to viewing or creating various art works.	9.4 K.B Demonstrate an emotional response to viewing or creating various art works.

STANDARD AREA 10.3 Safety and Injury Prevention

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
A. Safe and Unsafe Practices	10.3 I.A Respond to basic safety words.	10.3 Y.T.A Cooperate with basic safety practices.	10.3 O.T.A Use and communicate about basic safety practices.	10.3 P.K.A Recognize safe and unsafe practices.	10.3 K.A Recognize safe and unsafe practices.
B. Emergency Responses	[Hatched Area]			10.3 P.K.B Recognize emergency situations and discuss appropriate responses.	10.3 K.B Recognize emergency situations and discuss appropriate responses.

STANDARD AREA 10.4 Physical Activity – Gross Motor Coordination

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
A. Control and Coordination	10.4 I.A Develop control of the body.	10.4 Y.T.A Control and coordinate the movement of the body.	10.4 O.T.A Combine and coordinate body movement.	10.4 P.K.A Demonstrate coordination of body movements in active play.	10.4 K.A Demonstrate coordination of body movements in active play.
B. Balance and Strength	10.4 I.B Exhibit strength and balance in stationary body movements.	10.4 Y.T.B Exhibit balance and strength when moving from place to place.	10.4 O.T.B Demonstrate balance and strength when performing gross motor activities.	10.4 P.K.B Exhibit balance while moving on the ground or using equipment.	10.4 K.B Exhibit balance, strength, stamina, and agility while engaged in active play.

STANDARD AREA 10.5 Concepts, Principles, and Strategies of Movement – Fine Motor Coordination

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
A. Strength, Coordination, and Muscle Control	10.5 I.A Use fingers and hands to accomplish actions.	10.5 Y.T.A Coordinate use of fingers, hands, and wrists to accomplish actions.	10.5 O.T.A Coordinate use of fingers, hands, and wrists to accomplish actions.	10.5 P.K.A Use hands, fingers and wrists to manipulate objects.	10.5 K.A Use dexterity to manipulate objects.

<p>B. Eye/Hand Coordination</p>	<p>10.5 I.B Use eye and hand coordination to perform a task.</p>	<p>10.5 YT.B Coordinate eye and hand movements to perform a task.</p>	<p>10.5 OT.B Coordinate eye and hand movements to perform a task.</p>	<p>10.5 PK.B Coordinate eye and hand movements to perform a task.</p>	<p>10.5 K.B Coordinate eye and hand movements to perform an advanced task.</p>
<p>C. Use of Tools</p>	<p>10.5 I.C Manipulate basic tools.</p>	<p>10.5 YT.C Use basic tools.</p>	<p>10.5 OT.C Use basic tools demonstrating refined skill.</p>	<p>10.5 PK.C Use tools that require use of fingers, hands, and/or wrists to accomplish a task.</p>	<p>10.5 K.C Use tools with control and skill to perform tasks.</p>

SOCIAL AND EMOTIONAL DEVELOPMENT

STANDARD AREA 16.1 Self-Awareness and Self-Management

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
A. Manages Emotions and Behaviors	16.1 I.A Demonstrate an emotional response to the environment.	16.1 Y.T.A Demonstrate an emotional response in reaction to an experience.	16.1 O.T.A Make connections between emotions and behavior.	16.1 P.K.A Distinguish between emotions and identify socially accepted ways to express them.	16.1 K.A Distinguish between emotions and identify socially accepted ways to express them.
B. Influences of Personal Traits on Life	16.1 I.B Demonstrate preference for specific objects and people.	16.1 Y.T.B Demonstrate preference for specific objects or activities.	16.1 O.T.B Communicate preference for people, objects, and activities.	16.1 P.K.B Recognize that everyone has personal traits which guide behavior and choices.	16.1 K.B Recognize that everyone has personal traits which guide behavior and choices.
C. Resiliency	16.1 I.C Use comfort of familiar experiences to explore new activities and experiences.	16.1 Y.T.C Repeat familiar activity to gain comfort and confidence.	16.1 O.T.C Approach new experiences with confidence.	16.1 P.K.C Recognize that everyone makes mistakes and that using positive coping skills can result in learning from the experience.	16.1 K.C Recognize that everyone makes mistakes and that using positive coping skills can result in learning from the experience.
D. Goal-Setting	<i>EMERGING</i>	<i>EMERGING</i>	16.1 O.T.D Establish goals independently.	16.1 P.K.D Establish goals independently and recognize their influence on choices.	16.1 K.D Establish goals independently and recognize their influence on choices.
E. Identity Development	16.1 I.E Respond to self in mirror.	16.1 Y.T.E Convey ownership of objects and people.	16.1 O.T.E Use language that indicates knowledge of self.	Continued Support of Pre-Kindergarten Standard	

STANDARD AREA 16.2 Establishing and Maintaining Relationships

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
A. Relationships: Trust and Attachment	16.2 I.A Show affection and bond with familiar adults.	16.2 Y.T.A Use trusted adult as a secure base from which to explore the environment.	16.2 O.T.A Develop relationships that extend beyond trusted adults.	16.2 P.K.A Interact with peers and adults in a socially acceptable manner.	16.2 K.A Interact with peers and adults in a socially acceptable manner.

B. Diversity	16.2 I.B Notice differences in others.	16.2 Y.T.B Recognize similarities and differences between self and others.	16.2 O.T.B Communicate about similarities and differences between self and others.	16.2 P.K.B Identify similarities and differences between self and others.	16.2 K.B Identify similarities and differences between self and others.
C. Communication	16.2 I.C Use sounds and gestures as a form of reciprocal communication.	16.2 Y.T.C Use sounds, gestures, and words as a form of reciprocal communication.	16.2 O.T.C Engage in reciprocal conversations and interactions with peers and adults.	16.2 P.K.C Engage in reciprocal communication with adults and peers.	16.2 K.C Engage in reciprocal communication with adults and peers.
D. Managing Interpersonal Conflicts	16.2 I.D Express emotion relating to a conflict.	16.2 Y.T.D Express emotion relating to a conflict.	16.2 O.T.D Communicate about a conflict and seek help to solve.	16.2 P.K.D Recognize that conflict occurs and distinguish between appropriate and inappropriate ways to resolve conflict. <i>*See also 5.2 P.K.B</i>	16.2 K.D Recognize that conflict occurs and distinguish between appropriate and inappropriate ways to resolve conflict. <i>*See also 5.2 K.B</i>
E. Support: Asking for Help	16.2 I.E Indicate needs through vocalizations and body movements.	16.2 Y.T.E Communicate needs.	16.2 O.T.E Ask for help when needed.	16.2 P.K.E Ask for and accept offers of help when needed or appropriate.	16.2 K.E Ask for and accept offers of help when needed or appropriate.

STANDARD AREA 16.3 Decision-Making and Responsible Behavior

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
A. Decision-Making Skills	16.3 I.A Demonstrate preference for specific objects and people.	16.3 Y.T.A Make simple choices.	16.3 O.T.A Recognize the consequences of choices.	16.3 P.K.A Interpret the consequences of choices.	16.3 K.A Interpret the consequences of choices.
B. Understanding Social Norms (Social Identity)	16.3 I.B Respond to adult guidance about behavior.	16.3 Y.T.B Demonstrate basic understanding of rules.	16.3 O.T.B Follow basic rules.	16.3 P.K.B Recognize there are socially acceptable ways to behave in different places.	16.3 K.B Recognize there are socially acceptable ways to behave in different places.
C. Responsible Active Engagement – Empathy	16.3 I.C React to others’ expressions of emotion.	16.3 Y.T.C Engage in empathy and compassion in some situations.	16.3 O.T.C Demonstrate empathy and compassion for others.	16.3 P.K.C Actively engage in assisting others when appropriate.	16.3 K.C Actively engage in assisting others when appropriate.

