



Ignite by Hatch™ and Mississippi Early Learning Standards Alignment



THEME		
Reading Standards for LITERATURE (THREE-YEAR-OLD CHILDREN)		
SUBJECT		
Key Ideas and Details		
STANDARD	1	With guidance and support, ask and/or answer questions with details related to a variety of print materials (e.g., ask, “What is the duck doing?” or respond to, “Tell me about the duck.”).
		Literacy/Reading/Craft and Structure/Level 6: Answers questions about words in a text
STANDARD	3	With guidance and support, identify common objects in the pictures of books.
		Literacy/Reading/Integration of Knowledge and Ideas/Level 8: Describes the characters, setting, or events in a story using illustrations and/or details
SUBJECT		
Craft and Structure		
STANDARD	4	With guidance and support, exhibit curiosity and interest that print conveys meaning.
OBJECTIVE	a.	Increase vocabulary through conversations with adults and peers.
		Language & Communication Development/Receptive Language/Level 1: Shows understanding of basic words
		Language & Communication/Vocabulary/Vocabulary/Level 8B: Identifies real-life connections between words and their uses
STANDARD	6	With guidance and support, identify the role of the “author” and “illustrator.”
		Literacy/Reading/Craft and Structure/Level 8: Names the author and illustrator of a text and defines the role of each
SUBJECT		
Range of Reading and Level of Text Complexity		
STANDARD	10	Actively engage in a variety of shared reading experiences (e.g., small group, whole group, with a peer or teacher) with purpose and understanding through extension activities (e.g., art activities, dramatic play, creative writing and movement).
		Literacy/Writing Development/Level 2: Draws pictures to convey meaning
THEME		
Reading Standards for INFORMATIONAL TEXT (THREE-YEAR-OLD CHILDREN)		
SUBJECT		
Key Ideas and Details		
STANDARD	2	With guidance and support, demonstrate some details of the main idea through play (e.g., dramatic play, art, creative writing and conversation).
		Literacy/Writing Development/Level 2: Draws pictures to convey meaning
SUBJECT		
Craft and Structure		
STANDARD	5	With guidance and support, recognize how books are read and identify the front cover and back cover.
		Literacy/Concepts of Print/Level 1: Identifies appropriate book orientation
		Literacy/Concepts of Print/Level 4: Identifies book parts and features
STANDARD	6	With guidance and support, identify the role of the author and illustrator.
		Literacy/Reading/Craft and Structure/Level 8: Names the author and illustrator of a text and defines the role of each
THEME		
Reading Standards for FOUNDATIONAL SKILLS (THREE-YEAR-OLD CHILDREN)		
SUBJECT		
Print Concepts		
STANDARD	1	With guidance and support, demonstrate basic features of print.
OBJECTIVE	a.	Recognize that print moves from left to right, top to bottom and page by page.

		Literacy/Concepts of Print/Level 3: Demonstrates understanding of print directionality
OBJECTIVE	b.	Recognize that spoken words can be written and convey meaning.
		Literacy/Reading/Integration of Knowledge and Ideas/Level 6: Describes the relationship between illustrations and a story
OBJECTIVE	e.	Recognize that letters can be grouped to form words.
		Literacy/Concepts of Print/Level 5: Distinguishes letters from words
		Literacy/Segmenting/Level 1: Identifies separate words within a sentence
SUBJECT		Phonological Awareness
STANDARD	2	With guidance and support, demonstrate an emerging (developing) understanding of spoken words and sounds.
OBJECTIVE	a.	Explore rhyming words (e.g., using songs, finger plays, nursery rhymes, imitation, poetry and conversation).
		Literacy/Alphabet Knowledge/Level 2: Listens to alphabet chants and songs
		Literacy/Rhyming/Level 1: Listens to a variety of rhymes (songs, chants, etc.)
OBJECTIVE	b.	Recognize sound patterns and repeat them (e.g., clapping, stomping, patting).
		Literacy/Blending/Level 3: Combines syllables to form words
		Literacy/Segmenting/Level 4: Segments words into syllables
OBJECTIVE	d.	Recognize initial sound in first name.
		Literacy/Alliteration/Level 2: Recognize when groups of words begin with the same onset
		Literacy/Alliteration/Level 3: Distinguishes if two words start with the same onset
		Literacy/Alliteration/Level 4: Isolates the onset in words
		Literacy/Alliteration/Level 5: Sorts words by onset
		Literacy/Phonological Awareness/Phoneme Manipulation/Level 6A: Adds an initial phoneme to a given word to create a new word
		Literacy/Phonological Awareness/Phoneme Manipulation/Level 6B: Adds a final phoneme to a given word to create a new word
		Literacy/Phonological Awareness/Phoneme Manipulation/Level 7A: Deletes an initial phoneme from a given word to create a new word
		Literacy/Phonological Awareness/Phoneme Manipulation/Level 7B: Deletes a final phoneme from a given word to create a new word
		Literacy/Phonological Awareness/Phoneme Manipulation/Level 8A: Substitutes an initial phoneme in a given word to create a new word
		Literacy/Phonological Awareness/Phoneme Manipulation/Level 8B: Substitutes a final phoneme in a given word to create a new word
OBJECTIVE	e.	Engage in language/verbal play (e.g., sound patterns, rhyming patterns, songs).
		Literacy/Alliteration/Level 1: Listens to songs and chants that have repeating initial sounds
		Literacy/Alliteration/Level 2: Recognize when groups of words begin with the same onset
		Literacy/Alliteration/Level 3: Distinguishes if two words start with the same onset
		Literacy/Alliteration/Level 4: Isolates the onset in words
		Literacy/Alliteration/Level 5: Sorts words by onset
		Literacy/Alphabet Knowledge/Level 2: Listens to alphabet chants and songs
		Literacy/Rhyming/Level 1: Listens to a variety of rhymes (songs, chants, etc.)
		Literacy/Rhyming/Level 2: Determines if two words rhyme
		Literacy/Rhyming/Level 3: Matches rhyming words
		Literacy/Rhyming/Level 4: Determines which word does not rhyme

		Literacy/Rhyming/Level 5: Sorts words by rhyme
STANDARD	3	With prompting and support, demonstrate emergent phonics and word analysis skills.
OBJECTIVE	a.	Explore one-to-one letter-sound correspondence by producing the primary sound of some consonants.
		Literacy/Alphabet Knowledge/Level 3: Recognizes 10 uppercase letters
		Literacy/Alphabet Knowledge/Level 4: Recognizes 18 uppercase and 15 lowercase letters
		Literacy/Alphabet Knowledge/Level 5: Recognizes 26 uppercase and 20 lowercase letters
		Literacy/Letter-Sound Correspondence/Level 4: Identifies 10 uppercase letters based on their sounds
		Literacy/Letter-Sound Correspondence/Level 5: Identifies 15 uppercase and 10 lowercase letters based on their sounds
SUBJECT		Fluency
STANDARD	4	With guidance and support, display emergent (developing) reading behavior with purpose and understanding through pretend reading and picture reading.
		Literacy/Key Ideas & Details/Level 1: Listens to fictional texts with simple details and story elements
		Literacy/Key Ideas & Details/Level 2: Listens to nonfiction texts with simple structures and elements
		Literacy/Key Ideas & Details/Level 3: Identifies the main character(s) in a story
		Literacy/Key Ideas & Details/Level 4: Recalls key details from a story
		Literacy/Key Ideas & Details/Level 5: Recalls the order of events in a story
THEME		Standards for WRITING (THREE-YEAR-OLD CHILDREN)
SUBJECT		Research to Build and Present Knowledge
STANDARD	8	With prompting and support, recall information from experiences to answer questions.
		Language & Communication Development/Conventions of Language/Level 5: Demonstrates understanding of question words (who, what, where, when, why, how)
		Language & Communication Development/Receptive Language/Level 2: Responds to "what" questions
		Language & Communication Development/Receptive Language/Level 3: Responds to "where" questions
		Language & Communication Development/Receptive Language/Level 5: Responds to "how" questions
THEME		Standards for SPEAKING AND LISTENING (THREE-YEAR-OLD CHILDREN)
SUBJECT		Comprehension and Collaboration
STANDARD	1	With guidance and support, participate in conversations about pre-kindergarten topics with peers and adults.
OBJECTIVE	a.	Engage in voluntary social conversations (e.g., taking, exchanging information, listening attentively, awareness of others' feelings)
		Language & Communication Development/Listening & Understanding/Level 1: Responds to one-step requests or questions
STANDARD	2	With guidance and support, demonstrate understanding of information by asking and answering questions, as well as, responding to directions.
		Language & Communication Development/Conventions of Language/Level 5: Demonstrates understanding of question words (who, what, where, when, why, how)
		Language & Communication Development/Listening & Understanding/Level 2: Carries out a one-step request that relates to a new or an unfamiliar activity or situation
		Language & Communication Development/Listening & Understanding/Level 3: Follows two-step, oral directions (that relate to familiar activity or situation)
		Language & Communication Development/Listening & Understanding/Level 4: Carries out two-step requests that involve a new or unfamiliar activity or situation
		Language & Communication Development/Listening & Understanding/Level 5: Carries out multi-step requests that relate to familiar activities or situations

		Language & Communication Development/Receptive Language/Level 2: Responds to "what" questions
		Language & Communication Development/Receptive Language/Level 3: Responds to "where" questions
		Language & Communication Development/Receptive Language/Level 5: Responds to "how" questions
STANDARD	3	With guidance and support, ask and answer questions in order to seek help, obtain information, or clarify something that is not understood.
		Language & Communication Development/Conventions of Language/Level 5: Demonstrates understanding of question words (who, what, where, when, why, how)
		Language & Communication Development/Receptive Language/Level 2: Responds to "what" questions
		Language & Communication Development/Receptive Language/Level 3: Responds to "where" questions
		Language & Communication Development/Receptive Language/Level 5: Responds to "how" questions
SUBJECT		Presentation of Knowledge and Ideas
STANDARD	5	With prompting and support, add drawings or other visual displays to descriptions.
		Literacy/Writing Development/Level 2: Draws pictures to convey meaning
THEME		Standards for LANGUAGE (THREE-YEAR-OLD CHILDREN)
SUBJECT		Conventions of Standard English
STANDARD	1	With prompting and support, demonstrate awareness of the conventions of standard English grammar and use when speaking.
OBJECTIVE	c.	Ask and answer questions.
		Language & Communication Development/Conventions of Language/Level 5: Demonstrates understanding of question words (who, what, where, when, why, how)
		Language & Communication Development/Receptive Language/Level 2: Responds to "what" questions
		Language & Communication Development/Receptive Language/Level 3: Responds to "where" questions
		Language & Communication Development/Receptive Language/Level 5: Responds to "how" questions
SUBJECT		Vocabulary Acquisition and Use
STANDARD	5	With guidance and support, explore word relationships and word meanings
OBJECTIVE	a.	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
		Language & Communication Development/Vocabulary/Level 2: Sorts words into categories
		Literacy/Alliteration/Level 2: Recognize when groups of words begin with the same onset
		Literacy/Alliteration/Level 3: Distinguishes if two words start with the same onset
		Literacy/Alliteration/Level 5: Sorts words by onset
		Literacy/Rhyming/Level 3: Matches rhyming words
		Literacy/Rhyming/Level 4: Determines which word does not rhyme
		Literacy/Rhyming/Level 5: Sorts words by rhyme
STANDARD	6	With guidance and support, use words and phrases appropriately that have been acquired through responses to text or stories, experiences, conversations and/or from hearing a story.
		Language & Communication Development/Receptive Language/Level 1: Shows understanding of basic words
		Language & Communication/Vocabulary/Vocabulary/Level 8B: Identifies real-life connections between words and their uses
THEME		Standards for MATHEMATICS (THREE-YEAR-OLD CHILDREN)
SUBJECT		COUNTING AND CARDINALITY
STANDARD		Know number names and the count sequence.

OBJECTIVE	1	With guidance and support, recite numbers 1 to 5 or beyond from memory.
		Mathematics/Addition/Level 3: Finds the total when given a word problem or scenario by directly modeling the problem with objects and counting all the objects when the sum is 6 or less
		Mathematics/Addition/Level 4: Finds the total when given a word problem or scenario by directly modeling the problem with objects and counting all the objects when the sum is 8 or less
		Mathematics/Addition/Level 5: Finds the total by counting on from the first addend with sums up to ten
		Mathematics/Comparing Quantities/Level 4: Counts sets of up to 5 objects to compare
		Mathematics/Comparing Quantities/Level 5: Counts sets of up to 10 objects to compare when objects are the same or different sizes
		Mathematics/Counting & Cardinality/Numeral Writing/Level 4: Writes numerals 0-5
		Mathematics/Counting & Cardinality/Numeral Writing/Level 5: Writes numerals 0-10
		Mathematics/Counting & Cardinality/Numeral Writing/Level 6: Labels sets of up to 10 with a written numeral
		Mathematics/Counting & Cardinality/Numeral Writing/Level 7: Writes numerals 11-20
		Mathematics/Number Sequencing/Level 1: Listens to number chants and songs
		Mathematics/Number Sequencing/Level 5: Identifies the number that comes before or after a number between 0 and 10
		Mathematics/Ordinal Numbers/Level 1: Identifies the "first" object arranged in a line
		Mathematics/Ordinal Numbers/Level 2: Identifies the "last" object arranged in a line
		Mathematics/Ordinal Numbers/Level 3: Identifies the "first" and "second" object arranged in a line
		Mathematics/Ordinal Numbers/Level 4: Identifies the position of the first, second, and last object arranged in a line
		Mathematics/Ordinal Numbers/Level 5: Arranges up to four objects using knowledge of ordinal positions
		Mathematics/Set Counting/Level 1: Touches one object for each number said for sets up to 5
		Mathematics/Set Counting/Level 2: Counts up to 5 objects
		Mathematics/Set Counting/Level 3: Counts up to 10 objects
		Mathematics/Set Counting/Level 4: Produces sets of up to 5 objects
		Mathematics/Set Counting/Level 5: Produces sets of up to 10 objects
		Mathematics/Subitizing/Level 1: Matches small sets of 1-3 objects
		Mathematics/Subitizing/Level 2: Make a small collection to match the same number as another collection that was shown quickly (no more than 4)
		Mathematics/Subitizing/Level 3: Instantly recognizes collections up to 4 in typical arrangements (perceptual subitizing)
		Mathematics/Subitizing/Level 4: Instantly recognizes collections up to 4 in random arrangements (perceptual subitizing)
		Mathematics/Subitizing/Level 5: Instantly recognizes collections up to 5 (perceptual subitizing)
SUBJECT		OPERATIONS AND ALGEBRAIC THINKING
STANDARD		Understand addition as putting together and adding to and understand subtraction as taking apart and taking from.
OBJECTIVE	1	With guidance and support, experiment with the concepts of putting together and taking from using concrete objects.
		Mathematics/Addition/Level 3: Finds the total when given a word problem or scenario by directly modeling the problem with objects and counting all the objects when the sum is 6 or less
		Mathematics/Addition/Level 4: Finds the total when given a word problem or scenario by directly modeling the problem with objects and counting all the objects when the sum is 8 or less
		Mathematics/Addition/Level 5: Finds the total by counting on from the first addend with sums up to ten
		Mathematics/Counting & Cardinality/Composing/Level 8B: Writes the composition of two numbers totaling 11-20 as an equation

		Mathematics/Counting & Cardinality/Decomposing/Level 8B: Writes the decomposition of two numbers totaling 11-20 as an equation
		Mathematics/Operations & Algebraic Thinking/Addition/Level 8B: Finds the total when given a word problem by modeling with manipulatives and then writing the corresponding equation
		Mathematics/Operations & Algebraic Thinking/Subtraction/Level 8B: Finds the difference when given a word problem by modeling with manipulatives and writing the corresponding equation
OBJECTIVE	4	With guidance and support, experiment with patterns that are developmentally appropriate (e.g., duplicate simple patterns using concrete objects and actions such as counting bears and attribute blocks, clapping, stomping and patting.)
		Mathematics/Operations & Algebraic Thinking/Patterns/Level 8B: Describes growing patterns
SUBJECT		MEASUREMENT AND DATA
STANDARD		Describe and compare measurable attributes.
OBJECTIVE	1	With guidance and support, experiment with measurable attributes of everyday objects (e.g., big, little, tall, short, full, empty, heavy, light).
		Mathematics/Classification & Data/Level 1: Identifies objects given a single attribute
		Mathematics/Classification & Data/Level 2: Sorts objects based on a single attribute
		Mathematics/Classification & Data/Level 3: Matches similar objects
		Mathematics/Classification & Data/Level 4: Identifies objects given two attributes
		Mathematics/Classification & Data/Level 5: Sorts objects based on two attributes
OBJECTIVE	2	With guidance and support, experiment with ordering two objects using attributes of length, height and weight (e.g., big, bigger, long, longer, tall, taller, short, shorter).
		Mathematics/Classification & Data/Level 1: Identifies objects given a single attribute
		Mathematics/Classification & Data/Level 2: Sorts objects based on a single attribute
		Mathematics/Classification & Data/Level 3: Matches similar objects
		Mathematics/Classification & Data/Level 4: Identifies objects given two attributes
		Mathematics/Classification & Data/Level 5: Sorts objects based on two attributes
		Mathematics/Measurement/Level 1: Orders up to 3 objects by length and height
		Mathematics/Measurement/Level 2: Identifies the object that is longer, taller, or shorter
		Mathematics/Measurement/Level 3: Builds towers that are either shorter or taller than an object
		Mathematics/Measurement/Level 5: Orders up to 10 objects by length and height
		Mathematics/Spatial Relationships/Level 5: Appropriately responds to positional words indicating position, direction, and distance
STANDARD		Classify objects and count the number of objects in each category.
OBJECTIVE	1	With guidance and support, sort, categorize, match, or classify objects (e.g., size, shape, primary colors).
		Language & Communication Development/Vocabulary/Level 1: Understands color words
		Mathematics/2-D Shapes/Level 3: Names a circle, square, and triangle when shown a prototypical shape
		Mathematics/Classification & Data/Level 1: Identifies objects given a single attribute
		Mathematics/Classification & Data/Level 2: Sorts objects based on a single attribute
		Mathematics/Classification & Data/Level 3: Matches similar objects
		Mathematics/Classification & Data/Level 4: Identifies objects given two attributes
		Mathematics/Classification & Data/Level 5: Sorts objects based on two attributes
		Mathematics/Geometry/3D Shapes/Level 5: Distinguishes between 2D and 3D shapes

SUBJECT		GEOMETRY
STANDARD		Explore, identify and describe shapes (squares, circles, triangles).
OBJECTIVE	1	With guidance and support, correctly name circles, squares and triangles.
		Mathematics/2-D Shapes/Level 1: Matches 2 identical simple shapes (square, triangle, circle) that have the same size and orientation
		Mathematics/2-D Shapes/Level 2: Matches 2 identical simple shapes (square, triangle, circle) that have different sizes and orientations
		Mathematics/2-D Shapes/Level 3: Names a circle, square, and triangle when shown a prototypical shape
		Mathematics/2-D Shapes/Level 4: Completes a pattern block puzzle by choosing the correct shapes to fit in each piece.
		Mathematics/2-D Shapes/Level 5: Identifies what 2-dimensional shapes create the faces of 3-dimensional objects
OBJECTIVE	2	With guidance and support, recognize circles, squares and triangles in the environment (e.g., clock is a circle, cracker is a square, musical instrument triangle is a triangle).
		Mathematics/2-D Shapes/Level 3: Names a circle, square, and triangle when shown a prototypical shape
		Mathematics/Geometry/3D Shapes/Level 5: Distinguishes between 2D and 3D shapes
STANDARD		Analyze, compare, create and compose shapes.
OBJECTIVE	4	With guidance and support, create shapes using developmentally appropriate materials (e.g., popsicle sticks, play dough, building blocks, pipe cleaners, pattern blocks).
		Mathematics/2-D Shapes/Level 1: Matches 2 identical simple shapes (square, triangle, circle) that have the same size and orientation
		Mathematics/2-D Shapes/Level 2: Matches 2 identical simple shapes (square, triangle, circle) that have different sizes and orientations
		Mathematics/2-D Shapes/Level 3: Names a circle, square, and triangle when shown a prototypical shape
		Mathematics/2-D Shapes/Level 4: Completes a pattern block puzzle by choosing the correct shapes to fit in each piece.
		Mathematics/2-D Shapes/Level 5: Identifies what 2-dimensional shapes create the faces of 3-dimensional objects
THEME		APPROACHES TO LEARNING Standards (THREE-YEAR-OLD CHILDREN)
SUBJECT		PLAY
STANDARD		Engage in play.
OBJECTIVE	1	With guidance and support, cooperate with peers during play by taking turns, sharing materials and inviting others to play.
		Social Studies/Civics & Citizenship/Civics & Citizenship/Level 8: Identifies actions that could improve life in their school, community, and beyond
		Social Studies/Community Awareness/Level 7: Explores ways to build community relationships
		Social Studies/Community Awareness/Level 8: Explores ways to help those in need
		Social Studies/Self-Identity/Level 8: Draws a picture of him/herself engaged in an activity, tradition, sport, hobby
		Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 4: Identifies examples of responsible decisions
		Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 7: Describes how personal choices lead to actions and/or consequences
		Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 8: Demonstrates an understanding of the importance of taking responsibility for one's actions
		Social-Emotional Development/Self-Management/Level 2: Explores using trial and error to complete an activity
		Social-Emotional Development/Self-Management/Level 3: Explores various materials to accomplish a goal
		Social-Emotional Development/Self-Management/Level 4: Explores simple observations to make a prediction
		Social-Emotional Development/Self-Management/Level 5: Uses persistence to engage in a challenging activity and asks for help when needed
		Social-Emotional Development/Self-Management/Level 6: Uses persistence to complete an activity with unknown challenges

		Social-Emotional Development/Social Awareness/Social Awareness/Level 4: Identifies ways of showing kindness and caring
		Social-Emotional Development/Social Awareness/Social Awareness/Level 5: Understands gratitude and identifies ways to express it
		Social-Emotional Development/Social Awareness/Social Awareness/Level 6: Demonstrates an understanding of the importance of caring about others
		Social-Emotional Development/Social Awareness/Social Awareness/Level 7: Demonstrates an understanding of the importance of supporting their family, friends, school, and community.
		Social-Emotional Development/Social Awareness/Social Awareness/Level 8: Identifies personal actions that contribute to the common good
		Social-Emotional Development/Social Skills/Social Skills/Level 4: Demonstrates an understanding of positive social skills (kindness, cooperation, honesty, trustworthiness, etc.)
		Social-Emotional Development/Social Skills/Social Skills/Level 5: Identifies the benefits of positive social skills (kindness, cooperation, honesty, trustworthiness, etc.)
		Social-Emotional Development/Social Skills/Social Skills/Level 6: Identifies personal actions that demonstrate positive social skills (kindness, cooperation, honesty, trustworthiness, etc.)
		Social-Emotional Development/Social Skills/Social Skills/Level 7: Demonstrates an understanding of the importance of respect for others
		Social-Emotional Development/Social Skills/Social Skills/Level 8: Identifies personal actions that demonstrate respect for others
OBJECTIVE	2	With guidance and support, initiate and make decisions regarding play and learning activities (e.g., choose learning centers and materials).
		Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 4: Identifies examples of responsible decisions
OBJECTIVE	4	With guidance and support, demonstrate engagement in various stages of play (e.g., solitary, parallel, collaborative).
		Social Studies/Civics & Citizenship/Civics & Citizenship/Level 8: Identifies actions that could improve life in their school, community, and beyond
		Social Studies/Community Awareness/Level 7: Explores ways to build community relationships
		Social Studies/Community Awareness/Level 8: Explores ways to help those in need
		Social Studies/Self-Identity/Level 8: Draws a picture of him/herself engaged in an activity, tradition, sport, hobby
		Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 4: Identifies examples of responsible decisions
		Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 7: Describes how personal choices lead to actions and/or consequences
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		Social-Emotional Development/Self-Management/Level 2: Explores using trial and error to complete an activity
		Social-Emotional Development/Self-Management/Level 3: Explores various materials to accomplish a goal
		Social-Emotional Development/Self-Management/Level 4: Explores simple observations to make a prediction
		Social-Emotional Development/Self-Management/Level 5: Uses persistence to engage in a challenging activity and asks for help when needed
		Social-Emotional Development/Self-Management/Level 6: Uses persistence to complete an activity with unknown challenges
		Social-Emotional Development/Social Awareness/Social Awareness/Level 4: Identifies ways of showing kindness and caring
		Social-Emotional Development/Social Awareness/Social Awareness/Level 5: Understands gratitude and identifies ways to express it
		Social-Emotional Development/Social Awareness/Social Awareness/Level 6: Demonstrates an understanding of the importance of caring about others
		Social-Emotional Development/Social Awareness/Social Awareness/Level 7: Demonstrates an understanding of the importance of supporting their family, friends, school, and community.
		Social-Emotional Development/Social Awareness/Social Awareness/Level 8: Identifies personal actions that contribute to the common good
		Social-Emotional Development/Social Skills/Social Skills/Level 4: Demonstrates an understanding of positive social skills (kindness, cooperation, honesty, trustworthiness, etc.)

		Social-Emotional Development/Social Skills/Social Skills/Level 5: Identifies the benefits of positive social skills (kindness, cooperation, honesty, trustworthiness, etc.)
		Social-Emotional Development/Social Skills/Social Skills/Level 6: Identifies personal actions that demonstrate positive social skills (kindness, cooperation, honesty, trustworthiness, etc.)
		Social-Emotional Development/Social Skills/Social Skills/Level 7: Demonstrates an understanding of the importance of respect for others
		Social-Emotional Development/Social Skills/Social Skills/Level 8: Identifies personal actions that demonstrate respect for others
SUBJECT		CURIOSITY AND INITIATIVE
STANDARD		Demonstrate curiosity and initiative.
OBJECTIVE	1	Demonstrate a developing interest in new experiences by interacting with peers, using familiar materials in creative ways and investigating new environments.
		Social Studies/Civics & Citizenship/Civics & Citizenship/Level 8: Identifies actions that could improve life in their school, community, and beyond
		Social Studies/Community Awareness/Level 7: Explores ways to build community relationships
		Social Studies/Community Awareness/Level 8: Explores ways to help those in need
		Social Studies/Self-Identity/Level 8: Draws a picture of him/herself engaged in an activity, tradition, sport, hobby
		Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 4: Identifies examples of responsible decisions
		Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 7: Describes how personal choices lead to actions and/or consequences
		Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 8: Demonstrates an understanding of the importance of taking responsibility for one's actions
		Social-Emotional Development/Self-Management/Level 2: Explores using trial and error to complete an activity
		Social-Emotional Development/Self-Management/Level 3: Explores various materials to accomplish a goal
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		Social-Emotional Development/Social Awareness/Social Awareness/Level 6: Demonstrates an understanding of the importance of caring about others
		Social-Emotional Development/Social Awareness/Social Awareness/Level 7: Demonstrates an understanding of the importance of supporting their family, friends, school, and community.
		Social-Emotional Development/Social Awareness/Social Awareness/Level 8: Identifies personal actions that contribute to the common good
		Social-Emotional Development/Social Skills/Social Skills/Level 4: Demonstrates an understanding of positive social skills (kindness, cooperation, honesty, trustworthiness, etc.)
		Social-Emotional Development/Social Skills/Social Skills/Level 5: Identifies the benefits of positive social skills (kindness, cooperation, honesty, trustworthiness, etc.)
		Social-Emotional Development/Social Skills/Social Skills/Level 6: Identifies personal actions that demonstrate positive social skills (kindness, cooperation, honesty, trustworthiness, etc.)
		Social-Emotional Development/Social Skills/Social Skills/Level 7: Demonstrates an understanding of the importance of respect for others
		Social-Emotional Development/Social Skills/Social Skills/Level 8: Identifies personal actions that demonstrate respect for others
SUBJECT		PROBLEM-SOLVING SKILLS
STANDARD		Demonstrate problem-solving skills.
OBJECTIVE	1	With guidance and support, identify a problem or ask a question.

		Social-Emotional Development/Self-Management/Level 7: Uses trial and error to solve a problem
		Social-Emotional Development/Self-Management/Level 8: Uses problem-solving to create an activity using cause & effect
		Social-Emotional Development/Social Problem Solving/Level 1: Recognizes social problems
		Social-Emotional Development/Social Problem Solving/Level 3: Identifies classroom routines and procedures that prevent social problems from occurring
		Social-Emotional Development/Social Problem Solving/Level 4: Identifies appropriate solutions for social problems involving basic emotions
		Social-Emotional Development/Social Problem Solving/Level 5: Identifies strategies for addressing their own emotions in social problems
OBJECTIVE	2	With guidance and support, begin to use a variety of strategies to solve a problem, reach a goal or answer a question (e.g., work with others, use a variety of materials, use trial and error).
		Language & Communication Development/Conventions of Language/Level 5: Demonstrates understanding of question words (who, what, where, when, why, how)
		Language & Communication Development/Receptive Language/Level 2: Responds to "what" questions
		Language & Communication Development/Receptive Language/Level 3: Responds to "where" questions
		Language & Communication Development/Receptive Language/Level 5: Responds to "how" questions
		Social-Emotional Development/Self-Management/Level 7: Uses trial and error to solve a problem
		Social-Emotional Development/Self-Management/Level 8: Uses problem-solving to create an activity using cause & effect
		Social-Emotional Development/Social Problem Solving/Level 1: Recognizes social problems
		Social-Emotional Development/Social Problem Solving/Level 3: Identifies classroom routines and procedures that prevent social problems from occurring
		Social-Emotional Development/Social Problem Solving/Level 4: Identifies appropriate solutions for social problems involving basic emotions
		Social-Emotional Development/Social Problem Solving/Level 5: Identifies strategies for addressing their own emotions in social problems
THEME		SOCIAL AND EMOTIONAL DEVELOPMENT Standards (THREE-YEAR-OLD CHILDREN)
STANDARD		Build and maintain relationships with others.
OBJECTIVE	2	Interact appropriately with other children.
OBJECTIVE	a.	Begin to engage in positive interactions and communications with classmates (e.g., greet peers, use names of classmates, share materials).
		Social Studies/Civics & Citizenship/Civics & Citizenship/Level 8: Identifies actions that could improve life in their school, community, and beyond
		Social Studies/Community Awareness/Level 7: Explores ways to build community relationships
		Social Studies/Community Awareness/Level 8: Explores ways to help those in need
		Social Studies/Self-Identity/Level 8: Draws a picture of him/herself engaged in an activity, tradition, sport, hobby
		Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 4: Identifies examples of responsible decisions
		Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 7: Describes how personal choices lead to actions and/or consequences
		Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 8: Demonstrates an understanding of the importance of taking responsibility for one's actions
		Social-Emotional Development/Self-Management/Level 2: Explores using trial and error to complete an activity
		Social-Emotional Development/Self-Management/Level 3: Explores various materials to accomplish a goal
		Social-Emotional Development/Self-Management/Level 4: Explores simple observations to make a prediction
		Social-Emotional Development/Self-Management/Level 5: Uses persistence to engage in a challenging activity and asks for help when needed
		Social-Emotional Development/Self-Management/Level 6: Uses persistence to complete an activity with unknown challenges
		Social-Emotional Development/Social Awareness/Social Awareness/Level 4: Identifies ways of showing kindness and caring

		Social-Emotional Development/Social Awareness/Social Awareness/Level 5: Understands gratitude and identifies ways to express it
		Social-Emotional Development/Social Awareness/Social Awareness/Level 6: Demonstrates an understanding of the importance of caring about others
		Social-Emotional Development/Social Awareness/Social Awareness/Level 7: Demonstrates an understanding of the importance of supporting their family, friends, school, and community.
		Social-Emotional Development/Social Awareness/Social Awareness/Level 8: Identifies personal actions that contribute to the common good
		Social-Emotional Development/Social Skills/Social Skills/Level 4: Demonstrates an understanding of positive social skills (kindness, cooperation, honesty, trustworthiness, etc.)
		Social-Emotional Development/Social Skills/Social Skills/Level 5: Identifies the benefits of positive social skills (kindness, cooperation, honesty, trustworthiness, etc.)
		Social-Emotional Development/Social Skills/Social Skills/Level 6: Identifies personal actions that demonstrate positive social skills (kindness, cooperation, honesty, trustworthiness, etc.)
		Social-Emotional Development/Social Skills/Social Skills/Level 7: Demonstrates an understanding of the importance of respect for others
		Social-Emotional Development/Social Skills/Social Skills/Level 8: Identifies personal actions that demonstrate respect for others
OBJECTIVE	b.	Begin to develop relationships and share a friendship with one or two peers (e.g., offer assistance and materials to others).
		Social Studies/Civics & Citizenship/Civics & Citizenship/Level 8: Identifies actions that could improve life in their school, community, and beyond
		Social Studies/Community Awareness/Level 7: Explores ways to build community relationships
		Social Studies/Community Awareness/Level 8: Explores ways to help those in need
		Social Studies/Self-Identity/Level 8: Draws a picture of him/herself engaged in an activity, tradition, sport, hobby
		Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 4: Identifies examples of responsible decisions
		Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 7: Describes how personal choices lead to actions and/or consequences
		Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 8: Demonstrates an understanding of the importance of taking responsibility for one's actions
		Social-Emotional Development/Self-Management/Level 2: Explores using trial and error to complete an activity
		Social-Emotional Development/Self-Management/Level 3: Explores various materials to accomplish a goal
		Social-Emotional Development/Self-Management/Level 4: Explores simple observations to make a prediction
		Social-Emotional Development/Self-Management/Level 5: Uses persistence to engage in a challenging activity and asks for help when needed
		Social-Emotional Development/Self-Management/Level 6: Uses persistence to complete an activity with unknown challenges
		Social-Emotional Development/Social Awareness/Social Awareness/Level 4: Identifies ways of showing kindness and caring
		Social-Emotional Development/Social Awareness/Social Awareness/Level 5: Understands gratitude and identifies ways to express it
		Social-Emotional Development/Social Awareness/Social Awareness/Level 6: Demonstrates an understanding of the importance of caring about others
		Social-Emotional Development/Social Awareness/Social Awareness/Level 7: Demonstrates an understanding of the importance of supporting their family, friends, school, and community.
		Social-Emotional Development/Social Awareness/Social Awareness/Level 8: Identifies personal actions that contribute to the common good
		Social-Emotional Development/Social Skills/Social Skills/Level 4: Demonstrates an understanding of positive social skills (kindness, cooperation, honesty, trustworthiness, etc.)
		Social-Emotional Development/Social Skills/Social Skills/Level 5: Identifies the benefits of positive social skills (kindness, cooperation, honesty, trustworthiness, etc.)
		Social-Emotional Development/Social Skills/Social Skills/Level 6: Identifies personal actions that demonstrate positive social skills (kindness, cooperation, honesty, trustworthiness, etc.)
		Social-Emotional Development/Social Skills/Social Skills/Level 7: Demonstrates an understanding of the importance of respect for others

		Social-Emotional Development/Social Skills/Social Skills/Level 8: Identifies personal actions that demonstrate respect for others
OBJECTIVE	c.	With guidance and support, ask permission to use materials belonging to someone else.
		Social Studies/Civics & Citizenship/Civics & Citizenship/Level 8: Identifies actions that could improve life in their school, community, and beyond
		Social Studies/Community Awareness/Level 7: Explores ways to build community relationships
		Social Studies/Community Awareness/Level 8: Explores ways to help those in need
		Social Studies/Self-Identity/Level 8: Draws a picture of him/herself engaged in an activity, tradition, sport, hobby
		Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 4: Identifies examples of responsible decisions
		Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 7: Describes how personal choices lead to actions and/or consequences
		Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 8: Demonstrates an understanding of the importance of taking responsibility for one's actions
		Social-Emotional Development/Self-Management/Level 2: Explores using trial and error to complete an activity
		Social-Emotional Development/Self-Management/Level 3: Explores various materials to accomplish a goal
		Social-Emotional Development/Self-Management/Level 4: Explores simple observations to make a prediction
		Social-Emotional Development/Self-Management/Level 5: Uses persistence to engage in a challenging activity and asks for help when needed
		Social-Emotional Development/Self-Management/Level 6: Uses persistence to complete an activity with unknown challenges
		Social-Emotional Development/Social Awareness/Social Awareness/Level 4: Identifies ways of showing kindness and caring
		Social-Emotional Development/Social Awareness/Social Awareness/Level 5: Understands gratitude and identifies ways to express it
		Social-Emotional Development/Social Awareness/Social Awareness/Level 6: Demonstrates an understanding of the importance of caring about others
		Social-Emotional Development/Social Awareness/Social Awareness/Level 7: Demonstrates an understanding of the importance of supporting their family, friends, school, and community.
		Social-Emotional Development/Social Awareness/Social Awareness/Level 8: Identifies personal actions that contribute to the common good
		Social-Emotional Development/Social Skills/Social Skills/Level 4: Demonstrates an understanding of positive social skills (kindness, cooperation, honesty, trustworthiness, etc.)
		Social-Emotional Development/Social Skills/Social Skills/Level 5: Identifies the benefits of positive social skills (kindness, cooperation, honesty, trustworthiness, etc.)
		Social-Emotional Development/Social Skills/Social Skills/Level 6: Identifies personal actions that demonstrate positive social skills (kindness, cooperation, honesty, trustworthiness, etc.)
		Social-Emotional Development/Social Skills/Social Skills/Level 7: Demonstrates an understanding of the importance of respect for others
		Social-Emotional Development/Social Skills/Social Skills/Level 8: Identifies personal actions that demonstrate respect for others
STANDARD		Work productively toward common goals and activities.
OBJECTIVE	4	Participate successfully as a member of a group.
OBJECTIVE	b.	With guidance and support, sustain interactions with peers, allow others to join play activities and play cooperatively with others in small and large groups (e.g., engage in cooperative play or conversations over time).
		Social Studies/Civics & Citizenship/Civics & Citizenship/Level 8: Identifies actions that could improve life in their school, community, and beyond
		Social Studies/Community Awareness/Level 7: Explores ways to build community relationships
		Social Studies/Community Awareness/Level 8: Explores ways to help those in need
		Social Studies/Self-Identity/Level 8: Draws a picture of him/herself engaged in an activity, tradition, sport, hobby
		Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 4: Identifies examples of responsible decisions

		Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 7: Describes how personal choices lead to actions and/or consequences
		Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 8: Demonstrates an understanding of the importance of taking responsibility for one's actions
		Social-Emotional Development/Self-Management/Level 2: Explores using trial and error to complete an activity
		Social-Emotional Development/Self-Management/Level 3: Explores various materials to accomplish a goal
		Social-Emotional Development/Self-Management/Level 4: Explores simple observations to make a prediction
		Social-Emotional Development/Self-Management/Level 5: Uses persistence to engage in a challenging activity and asks for help when needed
		Social-Emotional Development/Self-Management/Level 6: Uses persistence to complete an activity with unknown challenges
		Social-Emotional Development/Social Awareness/Social Awareness/Level 4: Identifies ways of showing kindness and caring
		Social-Emotional Development/Social Awareness/Social Awareness/Level 5: Understands gratitude and identifies ways to express it
		Social-Emotional Development/Social Awareness/Social Awareness/Level 6: Demonstrates an understanding of the importance of caring about others
		Social-Emotional Development/Social Awareness/Social Awareness/Level 7: Demonstrates an understanding of the importance of supporting their family, friends, school, and community.
		Social-Emotional Development/Social Awareness/Social Awareness/Level 8: Identifies personal actions that contribute to the common good
		Social-Emotional Development/Social Skills/Social Skills/Level 4: Demonstrates an understanding of positive social skills (kindness, cooperation, honesty, trustworthiness, etc.)
		Social-Emotional Development/Social Skills/Social Skills/Level 5: Identifies the benefits of positive social skills (kindness, cooperation, honesty, trustworthiness, etc.)
		Social-Emotional Development/Social Skills/Social Skills/Level 6: Identifies personal actions that demonstrate positive social skills (kindness, cooperation, honesty, trustworthiness, etc.)
		Social-Emotional Development/Social Skills/Social Skills/Level 7: Demonstrates an understanding of the importance of respect for others
		Social-Emotional Development/Social Skills/Social Skills/Level 8: Identifies personal actions that demonstrate respect for others
OBJECTIVE	c.	With guidance and support, accept assigned duties during play or classroom management routines (e.g., clean-up responsibilities).
		Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 4: Identifies examples of responsible decisions
		Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 8: Demonstrates an understanding of the importance of taking responsibility for one's actions
STANDARD		Work productively toward common goals and activities.
OBJECTIVE	5	Join ongoing activities in acceptable ways.
OBJECTIVE	a.	Begin to express to others a desire to play (e.g., "I want to play.").
		Social Studies/Civics & Citizenship/Civics & Citizenship/Level 8: Identifies actions that could improve life in their school, community, and beyond
		Social Studies/Community Awareness/Level 7: Explores ways to build community relationships
		Social Studies/Community Awareness/Level 8: Explores ways to help those in need
		Social Studies/Self-Identity/Level 8: Draws a picture of him/herself engaged in an activity, tradition, sport, hobby
		Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 4: Identifies examples of responsible decisions
		Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 7: Describes how personal choices lead to actions and/or consequences
		Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 8: Demonstrates an understanding of the importance of taking responsibility for one's actions
		Social-Emotional Development/Self-Management/Level 2: Explores using trial and error to complete an activity
		Social-Emotional Development/Self-Management/Level 3: Explores various materials to accomplish a goal

		Social-Emotional Development/Self-Management/Level 4: Explores simple observations to make a prediction
		Social-Emotional Development/Self-Management/Level 5: Uses persistence to engage in a challenging activity and asks for help when needed
		Social-Emotional Development/Self-Management/Level 6: Uses persistence to complete an activity with unknown challenges
		Social-Emotional Development/Social Awareness/Social Awareness/Level 4: Identifies ways of showing kindness and caring
		Social-Emotional Development/Social Awareness/Social Awareness/Level 5: Understands gratitude and identifies ways to express it
		Social-Emotional Development/Social Awareness/Social Awareness/Level 6: Demonstrates an understanding of the importance of caring about others
		Social-Emotional Development/Social Awareness/Social Awareness/Level 7: Demonstrates an understanding of the importance of supporting their family, friends, school, and community.
		Social-Emotional Development/Social Awareness/Social Awareness/Level 8: Identifies personal actions that contribute to the common good
		Social-Emotional Development/Social Skills/Social Skills/Level 4: Demonstrates an understanding of positive social skills (kindness, cooperation, honesty, trustworthiness, etc.)
		Social-Emotional Development/Social Skills/Social Skills/Level 5: Identifies the benefits of positive social skills (kindness, cooperation, honesty, trustworthiness, etc.)
		Social-Emotional Development/Social Skills/Social Skills/Level 6: Identifies personal actions that demonstrate positive social skills (kindness, cooperation, honesty, trustworthiness, etc.)
		Social-Emotional Development/Social Skills/Social Skills/Level 7: Demonstrates an understanding of the importance of respect for others
		Social-Emotional Development/Social Skills/Social Skills/Level 8: Identifies personal actions that demonstrate respect for others
OBJECTIVE	b.	With guidance and support, lead and follow.
		Social Studies/Civics & Citizenship/Civics & Citizenship/Level 8: Identifies actions that could improve life in their school, community, and beyond
		Social Studies/Community Awareness/Level 7: Explores ways to build community relationships
		Social Studies/Community Awareness/Level 8: Explores ways to help those in need
		Social Studies/Self-Identity/Level 8: Draws a picture of him/herself engaged in an activity, tradition, sport, hobby
		Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 4: Identifies examples of responsible decisions
		Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 7: Describes how personal choices lead to actions and/or consequences
		Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 8: Demonstrates an understanding of the importance of taking responsibility for one's actions
		Social-Emotional Development/Self-Management/Level 2: Explores using trial and error to complete an activity
		Social-Emotional Development/Self-Management/Level 3: Explores various materials to accomplish a goal
		Social-Emotional Development/Self-Management/Level 4: Explores simple observations to make a prediction
		Social-Emotional Development/Self-Management/Level 5: Uses persistence to engage in a challenging activity and asks for help when needed
		Social-Emotional Development/Self-Management/Level 6: Uses persistence to complete an activity with unknown challenges
		Social-Emotional Development/Social Awareness/Social Awareness/Level 4: Identifies ways of showing kindness and caring
		Social-Emotional Development/Social Awareness/Social Awareness/Level 5: Understands gratitude and identifies ways to express it
		Social-Emotional Development/Social Awareness/Social Awareness/Level 6: Demonstrates an understanding of the importance of caring about others
		Social-Emotional Development/Social Awareness/Social Awareness/Level 7: Demonstrates an understanding of the importance of supporting their family, friends, school, and community.
		Social-Emotional Development/Social Awareness/Social Awareness/Level 8: Identifies personal actions that contribute to the common good
		Social-Emotional Development/Social Skills/Social Skills/Level 4: Demonstrates an understanding of positive social skills (kindness, cooperation, honesty, trustworthiness, etc.)

		Social-Emotional Development/Social Skills/Social Skills/Level 5: Identifies the benefits of positive social skills (kindness, cooperation, honesty, trustworthiness, etc.)
		Social-Emotional Development/Social Skills/Social Skills/Level 6: Identifies personal actions that demonstrate positive social skills (kindness, cooperation, honesty, trustworthiness, etc.)
		Social-Emotional Development/Social Skills/Social Skills/Level 7: Demonstrates an understanding of the importance of respect for others
		Social-Emotional Development/Social Skills/Social Skills/Level 8: Identifies personal actions that demonstrate respect for others
SUBJECT		EMOTIONAL DEVELOPMENT
STANDARD		Demonstrate awareness of self and capabilities.
OBJECTIVE	1	Demonstrate trust in self.
OBJECTIVE	a.	Begin to make positive statements about self, use assertive voice to express self and accept responsibility for own actions (e.g., say, "I can ...", "I will ...", "I did ...").
		Social Studies/Self-Identity/Level 1: Draws a self-portrait
		Social Studies/Self-Identity/Level 4: Identifies various characteristics and interests that appeal to him/herself
		Social Studies/Self-Identity/Level 5: Draws a self-portrait with (at least one) characteristic or interests included
		Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 5: Demonstrates an understanding of the importance of self-management skills
OBJECTIVE	b.	Begin to identify own emotions (e.g., say, "I feel ...") and express pride in accomplishments (e.g., "I did it!").
		Social Studies/Self-Identity/Level 1: Draws a self-portrait
		Social Studies/Self-Identity/Level 4: Identifies various characteristics and interests that appeal to him/herself
		Social Studies/Self-Identity/Level 5: Draws a self-portrait with (at least one) characteristic or interests included
		Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 5: Demonstrates an understanding of the importance of self-management skills
STANDARD		Demonstrate awareness of self and capabilities.
OBJECTIVE	3	Show flexibility, inventiveness and interest in solving problems.
OBJECTIVE	a.	With guidance and support, make alternative choices (e.g., move to another area when a center is full).
		Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 4: Identifies examples of responsible decisions
OBJECTIVE	b.	With guidance and support, problem solve when working on a task (e.g., work on a puzzle; rebuild a tower of blocks that has fallen).
		Social-Emotional Development/Self-Management/Level 7: Uses trial and error to solve a problem
		Social-Emotional Development/Social Problem Solving/Level 1: Recognizes social problems
		Social-Emotional Development/Social Problem Solving/Level 3: Identifies classroom routines and procedures that prevent social problems from occurring
		Social-Emotional Development/Social Problem Solving/Level 4: Identifies appropriate solutions for social problems involving basic emotions
		Social-Emotional Development/Social Problem Solving/Level 5: Identifies strategies for addressing their own emotions in social problems
STANDARD		Demonstrate awareness of self and capabilities.
OBJECTIVE	4	Know personal information.
OBJECTIVE	a.	With guidance and support, describe self using several basic characteristics (e.g., gender, age, hair color, eye color).
		Social Studies/Self-Identity/Level 3: Draws a picture that resembles his/her family
		Social Studies/Self-Identity/Level 6: Draws a picture resembling his/her family, including interests or traditions of the family
		Social Studies/Self-Identity/Level 7: Draws a picture of his/her home that includes family specific details
OBJECTIVE	b.	Refer to self by first name.

		Social Studies/Self-Identity/Level 3: Draws a picture that resembles his/her family
		Social Studies/Self-Identity/Level 6: Draws a picture resembling his/her family, including interests or traditions of the family
		Social Studies/Self-Identity/Level 7: Draws a picture of his/her home that includes family specific details
STANDARD		Recognize and adapt expressions, behaviors and actions.
OBJECTIVE	6	Manage emotions.
OBJECTIVE	a.	With guidance and support, progress from being upset to being calm (e.g., breathe deeply to regain self-control).
		Social-Emotional Development/Identifying Emotions/Level 1: Identifies basic emotions (happy, sad, angry/mad, and scared)
		Social-Emotional Development/Identifying Emotions/Level 2: Demonstrates causes of basic emotions
		Social-Emotional Development/Identifying Emotions/Level 3: Identifies more complex emotions (calm, surprised, embarrassed, and disappointed)
		Social-Emotional Development/Identifying Emotions/Level 4: Demonstrates causes of more complex emotions
		Social-Emotional Development/Identifying Emotions/Level 5: Identifies a variety of facial expressions as they relate to basic emotions
		Social-Emotional Development/Responding to Emotions/Level 1: Engages in breathing exercises to learn to calm self
		Social-Emotional Development/Responding to Emotions/Level 2: Identifies appropriate ways to respond to basic negative emotions (scared, mad, sad)
		Social-Emotional Development/Responding to Emotions/Level 3: Identifies appropriate ways to manage basic negative emotions (scared, mad, sad)
		Social-Emotional Development/Responding to Emotions/Level 4: Identifies appropriate ways to respond to basic positive emotions (happy)
		Social-Emotional Development/Responding to Emotions/Level 5: Identifies appropriate ways to respond to more complex negative emotions (embarrassed, disappointed, surprised)
		Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 6: Demonstrates an understanding of how personal feelings can influence individual actions
		Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 7: Describes how personal choices lead to actions and/or consequences
		Social-Emotional Development/Social Problem Solving/Level 4: Identifies appropriate solutions for social problems involving basic emotions
		Social-Emotional Development/Social Problem Solving/Level 5: Identifies strategies for addressing their own emotions in social problems
OBJECTIVE	b.	With guidance and support, recognize emotions (e.g., "I am really mad.").
		Social-Emotional Development/Identifying Emotions/Level 1: Identifies basic emotions (happy, sad, angry/mad, and scared)
		Social-Emotional Development/Identifying Emotions/Level 2: Demonstrates causes of basic emotions
		Social-Emotional Development/Identifying Emotions/Level 3: Identifies more complex emotions (calm, surprised, embarrassed, and disappointed)
		Social-Emotional Development/Identifying Emotions/Level 4: Demonstrates causes of more complex emotions
		Social-Emotional Development/Identifying Emotions/Level 5: Identifies a variety of facial expressions as they relate to basic emotions
		Social-Emotional Development/Responding to Emotions/Level 1: Engages in breathing exercises to learn to calm self
		Social-Emotional Development/Responding to Emotions/Level 2: Identifies appropriate ways to respond to basic negative emotions (scared, mad, sad)
		Social-Emotional Development/Responding to Emotions/Level 3: Identifies appropriate ways to manage basic negative emotions (scared, mad, sad)
		Social-Emotional Development/Responding to Emotions/Level 4: Identifies appropriate ways to respond to basic positive emotions (happy)
		Social-Emotional Development/Responding to Emotions/Level 5: Identifies appropriate ways to respond to more complex negative emotions (embarrassed, disappointed, surprised)
		Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 6: Demonstrates an understanding of how personal feelings can influence individual actions
		Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 7: Describes how personal choices lead to actions and/or consequences

		Social-Emotional Development/Social Problem Solving/Level 4: Identifies appropriate solutions for social problems involving basic emotions
		Social-Emotional Development/Social Problem Solving/Level 5: Identifies strategies for addressing their own emotions in social problems
OBJECTIVE	c.	With guidance and support, express feelings through appropriate gestures, actions and language (e.g., smile and say, "This story makes me happy.").
		Social-Emotional Development/Identifying Emotions/Level 1: Identifies basic emotions (happy, sad, angry/mad, and scared)
		Social-Emotional Development/Identifying Emotions/Level 2: Demonstrates causes of basic emotions
		Social-Emotional Development/Identifying Emotions/Level 3: Identifies more complex emotions (calm, surprised, embarrassed, and disappointed)
		Social-Emotional Development/Identifying Emotions/Level 4: Demonstrates causes of more complex emotions
		Social-Emotional Development/Identifying Emotions/Level 5: Identifies a variety of facial expressions as they relate to basic emotions
		Social-Emotional Development/Responding to Emotions/Level 1: Engages in breathing exercises to learn to calm self
		Social-Emotional Development/Responding to Emotions/Level 2: Identifies appropriate ways to respond to basic negative emotions (scared, mad, sad)
		Social-Emotional Development/Responding to Emotions/Level 3: Identifies appropriate ways to manage basic negative emotions (scared, mad, sad)
		Social-Emotional Development/Responding to Emotions/Level 4: Identifies appropriate ways to respond to basic positive emotions (happy)
		Social-Emotional Development/Responding to Emotions/Level 5: Identifies appropriate ways to respond to more complex negative emotions (embarrassed, disappointed, surprised)
		Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 6: Demonstrates an understanding of how personal feelings can influence individual actions
		Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 7: Describes how personal choices lead to actions and/or consequences
		Social-Emotional Development/Social Problem Solving/Level 4: Identifies appropriate solutions for social problems involving basic emotions
		Social-Emotional Development/Social Problem Solving/Level 5: Identifies strategies for addressing their own emotions in social problems
THEME		SCIENCE Standards (THREE-YEAR-OLD CHILDREN)
SUBJECT		PHYSICAL SCIENCE
STANDARD		Develop awareness of observable properties of objects and materials.
OBJECTIVE	1	Begin to manipulate and explore a wide variety of objects and materials.
		Science & Technology/Physical Science/Level 1: Identifies the properties of natural and/or humanmade material
		Science & Technology/Physical Science/Level 2: Identifies 4 of 5 senses and demonstrates understanding of the texture of materials
		Science & Technology/Physical Science/Level 3: Identifies 5 senses and demonstrates understanding of what our senses do
		Science & Technology/Physical Science/Level 4: Sorts, groups, or classifies objects based on one or more properties
		Science & Technology/Physical Science/Level 6: Classify objects based on the way they move
		Science & Technology/Physical Science/Level 7: Classify objects based on the type of energy they produce (light, heat, and sound)
STANDARD		Develop awareness of observable properties of objects and materials.
OBJECTIVE	4	With guidance and support, explore properties of solid objects.
OBJECTIVE	a.	With guidance and support, identify position of objects.
		Mathematics/Geometry/3D Shapes/Level 2: Identifies 3D shapes
		Mathematics/Geometry/3D Shapes/Level 3: Matches common 3D shapes (cone, cylinder, cube, sphere) that have different sizes and orientations
		Mathematics/Geometry/3D Shapes/Level 4: Given a 3D shape, identifies an object in the environment with that shape
		Mathematics/Geometry/Spatial Relationships/Level 8: Creates representations of shapes based on knowledge of defining attributes (e.g., number of sides, angles, etc.)

		Mathematics/Spatial Relationships/Level 1: Follows simple directions related to position (in, on, off, over, under)
		Mathematics/Spatial Relationships/Level 2: Follows simple directions related to direction (up and down)
		Mathematics/Spatial Relationships/Level 3: Follows simple directions related to proximity (beside, between, next to)
		Mathematics/Spatial Relationships/Level 4: Follows simple directions related to frames of reference (behind, left, right, in front of, to this side of, above, below)
		Mathematics/Spatial Relationships/Level 5: Appropriately responds to positional words indicating position, direction, and distance
OBJECTIVE	c.	With guidance and support explore movement of people and objects (e.g., over, under, in, out, sink, float).
		Mathematics/Geometry/Spatial Relationships/Level 6: Uses simple sketches, models, or maps to locate objects
		Mathematics/Geometry/Spatial Relationships/Level 7: Understands that shapes remain the same when they are moved, turned, flipped, or slid
STANDARD		Develop awareness of observable properties of objects and materials.
OBJECTIVE	5	With guidance and support, describe and compare objects and materials by at least one observable property (e.g., color, size, shape, weight, texture, temperature).
		Science & Technology/Physical Science/Level 1: Identifies the properties of natural and/or humanmade material
		Science & Technology/Physical Science/Level 2: Identifies 4 of 5 senses and demonstrates understanding of the texture of materials
		Science & Technology/Physical Science/Level 3: Identifies 5 senses and demonstrates understanding of what our senses do
		Science & Technology/Physical Science/Level 4: Sorts, groups, or classifies objects based on one or more properties
		Science & Technology/Physical Science/Level 6: Classify objects based on the way they move
		Science & Technology/Physical Science/Level 7: Classify objects based on the type of energy they produce (light, heat, and sound)
SUBJECT		LIFE SCIENCE
STANDARD		Develop an awareness of living things.
OBJECTIVE	1	With guidance and support, explore body parts associated with the use of each of the five senses.
		Science & Technology/Physical Science/Level 2: Identifies 4 of 5 senses and demonstrates understanding of the texture of materials
		Science & Technology/Physical Science/Level 3: Identifies 5 senses and demonstrates understanding of what our senses do
		Science & Technology/Physical Science/Level 4: Sorts, groups, or classifies objects based on one or more properties
STANDARD		Develop an awareness of living things.
OBJECTIVE	4	With guidance and support, observe, explore and describe a variety of living things and where they live (e.g., plants, animals, people).
OBJECTIVE	a.	With guidance and support, conduct an experiment to observe the growth of plants.
		Science & Technology/Life Science/Level 1: Identifies at least one living thing
		Science & Technology/Life Science/Level 2: Identifies at least 3 living things
		Science & Technology/Life Science/Level 3: Identifies the basic needs of living things (air, water, food, shelter)
		Science & Technology/Life Science/Level 4: Identifies how living things change over time
		Science & Technology/Life Science/Level 5: Identifies living things and their basic needs, and how they grow and change over time
		Science & Technology/Life Science/Level 6: Classifies plants based on observable characteristics
		Science & Technology/Life Science/Level 7: Identifies basic parts of plants
STANDARD		Develop an awareness of living things.
OBJECTIVE	5	With guidance and support, describe individual characteristics of self, other living things and people.
OBJECTIVE	c.	With guidance and support, use appropriate technology tools to explore observable characteristics of living things and people.

		Science & Technology/Simple Tools & Technology/Level 1: Identifies simple tools
		Science & Technology/Simple Tools & Technology/Level 2: Demonstrates understanding of the uses of simple tools in everyday life
		Science & Technology/Simple Tools & Technology/Level 3: Identifies simple science tools
		Science & Technology/Simple Tools & Technology/Level 4: Explores simple science tools and their uses
		Science & Technology/Simple Tools & Technology/Level 5: Demonstrates understanding of the uses of simple science tools
		Science & Technology/Simple Tools & Technology/Level 6: Identifies awareness that tools can used effectively or ineffectively
SUBJECT		EARTH AND SPACE SCIENCE
STANDARD		Develop an awareness of earth science and space.
OBJECTIVE	1	With guidance and support, recognize that weather changes (e.g., rainy, windy, sunny, cloudy).
OBJECTIVE	a.	Observe daily display about weather and seasonal activity.
		Science & Technology/Earth Science/Level 2: Identifies changes and properties in the Earth's environment
		Science & Technology/Earth Science/Level 3: Analyzes patterns in weather and the effects of weather on the Earth's environment
		Science & Technology/Earth Science/Level 4: Evaluates changes to the Earth's environment
STANDARD		Develop an awareness of earth science and space.
OBJECTIVE	2	Begin to identify objects in the sky (e.g., clouds, sun, moon and stars).
OBJECTIVE	a.	Explore materials to create display of common elements of day and night.
		Science & Technology/Earth Science/Level 2: Identifies changes and properties in the Earth's environment
		Science & Technology/Earth Science/Level 4: Evaluates changes to the Earth's environment
OBJECTIVE	b.	Explore devices that protect from sun or rain.
		Science & Technology/Earth Science/Level 2: Identifies changes and properties in the Earth's environment
		Science & Technology/Earth Science/Level 4: Evaluates changes to the Earth's environment
THEME		PHYSICAL DEVELOPMENT Standards (THREE-YEAR-OLD CHILDREN)
SUBJECT		GROSS MOTOR SKILLS
STANDARD		Demonstrate competency in gross motor skills and movement patterns needed to perform a variety of physical activities.
OBJECTIVE	4	With guidance and support, use various types of equipment (e.g., playground equipment, tricycles, slides).
		Physical Development/Health & Safety/Level 1: Demonstrates understanding of personal safety practices and routines
		Physical Development/Health & Safety/Level 2: Identifies ways to play safely
		Physical Development/Health & Safety/Level 5: Identifies, avoids, and alerts others to danger
SUBJECT		FINE MOTOR
STANDARD		Demonstrate competency in fine motor skills needed to perform a variety of physical activities.
OBJECTIVE	1	With guidance and support, use fine muscle and eye-hand coordination for such purposes as using utensils, self-care, building and exploring (e.g., place small objects in bottle).
		Physical Development/Fine Motor/Level 6: Uses one finger to make small movements
		Physical Development/Fine Motor/Level 7: Uses fingers to manipulate small objects
		Physical Development/Fine Motor/Level 8: Uses fingers to manipulate, reposition or resize small objects in that hand
		Physical Development/Health & Safety/Level 4: Applies knowledge and skills related to health promotion, disease prevention, and health maintenance

		Physical Development/Self-Care/Level 1: Identifies self-care routines and scenarios
		Physical Development/Self-Care/Level 2: Identifies basic processes for self-care (hand washing, feeding, and toileting)
		Physical Development/Self-Care/Level 3: Identifies objects needed for basic self-care activities
		Physical Development/Self-Care/Level 4: Identifies steps of a morning routine
		Physical Development/Self-Care/Level 5: Demonstrates understanding of daily routine and self-care processes
STANDARD		Demonstrate understanding of emerging (developing) fine motor skills as they apply to the learning and performance of physical activities.
OBJECTIVE	2	With guidance and support, demonstrate emerging (developing) fine muscle coordination using manipulative materials that vary in size shape and skill requirement (e.g., press individual computer keys on a keyboard, use clay to form shapes).
		Physical Development/Fine Motor/Level 6: Uses one finger to make small movements
		Physical Development/Fine Motor/Level 7: Uses fingers to manipulate small objects
		Physical Development/Fine Motor/Level 8: Uses fingers to manipulate, reposition or resize small objects in that hand
OBJECTIVE	3	With guidance and support, demonstrate emerging (developing) coordination of fine muscles to perform simple motor tasks (e.g., tearing, cutting, folding).
		Literacy/Writing Development/Level 2: Draws pictures to convey meaning
		Physical Development/Fine Motor/Level 6: Uses one finger to make small movements
		Physical Development/Fine Motor/Level 7: Uses fingers to manipulate small objects
		Physical Development/Fine Motor/Level 8: Uses fingers to manipulate, reposition or resize small objects in that hand
STANDARD		Participate in fine motor activity for self-expression and/or social interaction.
OBJECTIVE	4	With guidance and support, use fine motor skills for self-expression (e.g., coloring, painting, building, dressing-up in dramatic play).
		Literacy/Writing Development/Level 2: Draws pictures to convey meaning
		Physical Development/Fine Motor/Level 6: Uses one finger to make small movements
		Physical Development/Fine Motor/Level 7: Uses fingers to manipulate small objects
		Physical Development/Fine Motor/Level 8: Uses fingers to manipulate, reposition or resize small objects in that hand
OBJECTIVE	5	With guidance and support, participate in group activities involving fine motor experiences (e.g., playing with blocks together, finger plays and dramatic play).
		Physical Development/Fine Motor/Level 6: Uses one finger to make small movements
		Physical Development/Fine Motor/Level 7: Uses fingers to manipulate small objects
		Physical Development/Fine Motor/Level 8: Uses fingers to manipulate, reposition or resize small objects in that hand
STANDARD		Demonstrate emerging competency in self-help skills needed to perform a variety of physical activities.
OBJECTIVE	6	With guidance and support, participate in self-care (e.g., dressing, brushing teeth, washing hands, feeding self).
		Physical Development/Health & Safety/Level 4: Applies knowledge and skills related to health promotion, disease prevention, and health maintenance
		Physical Development/Self-Care/Level 1: Identifies self-care routines and scenarios
		Physical Development/Self-Care/Level 2: Identifies basic processes for self-care (hand washing, feeding, and toileting)
		Physical Development/Self-Care/Level 3: Identifies objects needed for basic self-care activities
		Physical Development/Self-Care/Level 4: Identifies steps of a morning routine
		Physical Development/Self-Care/Level 5: Demonstrates understanding of daily routine and self-care processes
SUBJECT		SELF-CARE, HEALTH AND SAFETY SKILLS

STANDARD		Demonstrate an awareness and practice of safety rules.
OBJECTIVE	1	With guidance and support, identify and follow safety rules (e.g., classroom, home, community).
		Physical Development/Self-Care/Level 1: Identifies self-care routines and scenarios
		Physical Development/Self-Care/Level 2: Identifies basic processes for self-care (hand washing, feeding, and toileting)
		Physical Development/Self-Care/Level 3: Identifies objects needed for basic self-care activities
		Physical Development/Self-Care/Level 4: Identifies steps of a morning routine
		Physical Development/Self-Care/Level 5: Demonstrates understanding of daily routine and self-care processes
OBJECTIVE	2	With guidance and support, practice safety procedures by responding appropriately to harmful or unsafe situations.
		Physical Development/Health & Safety/Level 1: Demonstrates understanding of personal safety practices and routines
		Physical Development/Health & Safety/Level 2: Identifies ways to play safely
		Physical Development/Health & Safety/Level 3: Identifies behaviors that promote health and safety
		Physical Development/Health & Safety/Level 5: Identifies, avoids, and alerts others to danger
OBJECTIVE	3	With guidance and support, demonstrate appropriate behavior to respect self and others in physical activity by following simple directions and safety procedures.
		Physical Development/Health & Safety/Level 1: Demonstrates understanding of personal safety practices and routines
		Physical Development/Health & Safety/Level 2: Identifies ways to play safely
		Physical Development/Health & Safety/Level 3: Identifies behaviors that promote health and safety
		Physical Development/Health & Safety/Level 5: Identifies, avoids, and alerts others to danger
STANDARD		Demonstrate an emerging use of standard health practices.
OBJECTIVE	4	With guidance and support, practice common health routines (e.g., resting, eating healthy meals, exercising and using appropriate personal hygiene).
		Physical Development/Health & Safety/Level 3: Identifies behaviors that promote health and safety
		Physical Development/Health & Safety/Level 4: Applies knowledge and skills related to health promotion, disease prevention, and health maintenance
		Physical Development/Nutrition/Level 1: Identifies a variety of nutritious foods
		Physical Development/Nutrition/Level 2: Identifies healthy versus unhealthy foods
		Physical Development/Nutrition/Level 3: Creates a healthy breakfast menu
		Physical Development/Nutrition/Level 4: Creates healthy lunch and dinner menu
		Physical Development/Nutrition/Level 5: Creates a shopping list with healthy foods
		Physical Development/Nutrition/Level 8: Builds a balanced plate
		Physical Development/Self-Care/Level 1: Identifies self-care routines and scenarios
		Physical Development/Self-Care/Level 2: Identifies basic processes for self-care (hand washing, feeding, and toileting)
		Physical Development/Self-Care/Level 3: Identifies objects needed for basic self-care activities
		Physical Development/Self-Care/Level 4: Identifies steps of a morning routine
		Physical Development/Self-Care/Level 5: Demonstrates understanding of daily routine and self-care processes
OBJECTIVE	5	With guidance and support, participate in a variety of physical activities.
		Physical Development/Health & Safety/Level 1: Demonstrates understanding of personal safety practices and routines
		Physical Development/Health & Safety/Level 2: Identifies ways to play safely

		Physical Development/Health & Safety/Level 5: Identifies, avoids, and alerts others to danger
OBJECTIVE	6	With guidance and support, identify nutritious foods.
		Physical Development/Health & Safety/Level 3: Identifies behaviors that promote health and safety
		Physical Development/Health & Safety/Level 4: Applies knowledge and skills related to health promotion, disease prevention, and health maintenance
		Physical Development/Nutrition/Level 1: Identifies a variety of nutritious foods
		Physical Development/Nutrition/Level 2: Identifies healthy versus unhealthy foods
		Physical Development/Nutrition/Level 3: Creates a healthy breakfast menu
		Physical Development/Nutrition/Level 4: Creates healthy lunch and dinner menu
		Physical Development/Nutrition/Level 5: Creates a shopping list with healthy foods
		Physical Development/Nutrition/Level 8: Builds a balanced plate
THEME		SOCIAL STUDIES Standards (THREE-YEAR-OLD CHILDREN)
SUBJECT		FAMILY AND COMMUNITY
STANDARD		Understand self in relation to the family and the community.
OBJECTIVE	2	With guidance and support, identify similarities and differences in people.
		Social Studies/Self-Identity/Level 3: Draws a picture that resembles his/her family
OBJECTIVE	3	With guidance and support, describe some family traditions.
		Social Studies/Self-Identity/Level 6: Draws a picture resembling his/her family, including interests or traditions of the family
OBJECTIVE	4	With guidance and support, identify some similarities and differences in family structure, culture, ability, language, age and gender.
		Social Studies/Global Connections/Global Connections/Level 8: Describes the connections between people and places around the globe
		Social Studies/Self-Identity/Level 3: Draws a picture that resembles his/her family
STANDARD		Understand the concept of individual rights and responsibilities.
OBJECTIVE	6	With guidance and support, explain some rules in the home and in the classroom.
OBJECTIVE	a.	Identify some rules for different settings.
		Physical Development/Self-Care/Level 1: Identifies self-care routines and scenarios
		Physical Development/Self-Care/Level 2: Identifies basic processes for self-care (hand washing, feeding, and toileting)
		Physical Development/Self-Care/Level 3: Identifies objects needed for basic self-care activities
		Physical Development/Self-Care/Level 4: Identifies steps of a morning routine
		Physical Development/Self-Care/Level 5: Demonstrates understanding of daily routine and self-care processes
OBJECTIVE	b.	Identify appropriate choices to promote positive interactions.
		Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 4: Identifies examples of responsible decisions
STANDARD		Understand the concept of individual rights and responsibilities.
OBJECTIVE	7	With guidance and support, identify some community members (e.g., parents, teachers, principals/directors, community helpers).
		Social Studies/Community Awareness/Level 5: Identify community helpers (within a community/neighborhood)
		Social Studies/Community Awareness/Level 6: Explores ways to help community helpers do their work in the community
OBJECTIVE	8	With guidance and support, identify some positive character traits of self and others (e.g., respectful, kind, fair, friendly).
		Social Studies/Self-Identity/Level 1: Draws a self-portrait

		Social Studies/Self-Identity/Level 4: Identifies various characteristics and interests that appeal to him/herself
		Social Studies/Self-Identity/Level 5: Draws a self-portrait with (at least one) characteristic or interests included
		Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 5: Demonstrates an understanding of the importance of self-management skills
SUBJECT		OUR WORLD
STANDARD		Understand the importance of people, resources and the environment.
OBJECTIVE	4	Begin to use a variety of technology tools (e.g., telephone, cash register, computer), either real or pretend, that affect daily life interactions and activities.
		Literacy/Key Ideas & Details/Level 3: Identifies the main character(s) in a story
		Literacy/Reading/Integration of Knowledge and Ideas/Level 7: Compares and contrasts the experiences of characters in a story
		Literacy/Reading/Integration of Knowledge and Ideas/Level 8: Describes the characters, setting, or events in a story using illustrations and/or details
OBJECTIVE	5	With guidance and support, begin to understand the role that people play in caring for the environment (e.g., recycling, keeping the environment clean, conserving water).
		Science & Technology/Earth Science/Earth Science/Level 8: Describes solutions that will reduce the impact that humans have on land, water, air, and/or other living things in the environment
		Science & Technology/Earth Science/Level 5: Demonstrates understanding of the importance of caring for the environment
		Social Studies/Civics & Citizenship/Civics & Citizenship/Level 8: Identifies actions that could improve life in their school, community, and beyond
THEME		Reading Standards for LITERATURE (FOUR-YEAR-OLD CHILDREN)
SUBJECT		Key Ideas and Details
STANDARD	1	With prompting and support, ask and/or answer questions with details related to a variety of print materials (e.g., ask, "What is the duck doing?" or respond to, "Tell me about the duck.").
		Literacy/Reading/Craft and Structure/Level 6: Answers questions about words in a text
STANDARD	3	With prompting and support, identify some characters, settings and/or major events in a story.
		Literacy/Key Ideas & Details/Level 1: Listens to fictional texts with simple details and story elements
		Literacy/Key Ideas & Details/Level 3: Identifies the main character(s) in a story
		Literacy/Key Ideas & Details/Level 5: Recalls the order of events in a story
		Literacy/Reading/Integration of Knowledge and Ideas/Level 7: Compares and contrasts the experiences of characters in a story
		Literacy/Reading/Integration of Knowledge and Ideas/Level 8: Describes the characters, setting, or events in a story using illustrations and/or details
SUBJECT		Craft and Structure
STANDARD	5	With prompting and support, interact with common types of texts (e.g., fantasy; factual; animals; books that represent diversity in race, culture, age, gender and ability).
OBJECTIVE	a.	Identify the front cover, back cover and title page of a book.
		Literacy/Concepts of Print/Level 1: Identifies appropriate book orientation
		Literacy/Concepts of Print/Level 4: Identifies book parts and features
STANDARD	6	With prompting and support, identify the role of the "author" and "illustrator".
		Literacy/Reading/Craft and Structure/Level 8: Names the author and illustrator of a text and defines the role of each
SUBJECT		Integration of Knowledge and Ideas
STANDARD	7	With prompting and support, make connections among self, illustrations and the story (e.g., picture walk, small group questions and answers, props in drama).
		Literacy/Reading/Craft and Structure/Level 6: Answers questions about words in a text

SUBJECT		Range of Reading and Level of Text Complexity
STANDARD	10	Actively engage in a variety of shared reading experiences (e.g., small group, whole group, with a peer or teacher) with purpose and understanding through extension activities (e.g., art activities, dramatic play, creative writing, movement).
		Literacy/Writing Development/Level 2: Draws pictures to convey meaning
THEME		Reading Standards for INFORMATIONAL TEXT (FOUR-YEAR-OLD CHILDREN)
SUBJECT		Key Ideas and Details
STANDARD	2	With prompting and support, identify the main topic/idea and retell some details using diverse media (e.g., drama, creative writing, art, conversation).
		Literacy/Writing Development/Level 2: Draws pictures to convey meaning
STANDARD	3	With prompting and support, demonstrate the connections among individuals, events, ideas, or pieces of information in a text (e.g., art, dramatic play, creative writing, conversation).
		Literacy/Key Ideas & Details/Level 2: Listens to nonfiction texts with simple structures and elements
		Literacy/Writing Development/Level 2: Draws pictures to convey meaning
SUBJECT		Craft and Structure
STANDARD	4	Exhibit curiosity and interest about words in a variety of informational texts.
		Language & Communication Development/Academic Vocabulary/Level 4: Applies understanding of cross-curricular prekindergarten level tier 2 words
		Language & Communication Development/Academic Vocabulary/Level 5: Applies understanding of some cross-curricular kindergarten level tier 2 words
		Language & Communication Development/Vocabulary/Level 1: Understands color words
		Language & Communication Development/Vocabulary/Level 2: Sorts words into categories
STANDARD	5	With prompting and support, identify the front cover, back cover and title page of a book.
		Literacy/Concepts of Print/Level 1: Identifies appropriate book orientation
		Literacy/Concepts of Print/Level 4: Identifies book parts and features
STANDARD	6	With prompting and support, identify the role of the "author" and "illustrator" in informational text.
		Literacy/Reading/Craft and Structure/Level 8: Names the author and illustrator of a text and defines the role of each
SUBJECT		Range of Reading and Level of Text Complexity
STANDARD	10	With prompting and support, actively engage in a variety of shared reading experiences (e.g., small group, whole group, with a peer or teacher) with purpose and understanding through extension activities (e.g., experiments, observations, topic studies, conversations, illustrated journals).
		Literacy/Writing Development/Level 2: Draws pictures to convey meaning
THEME		Reading Standards for FOUNDATIONAL SKILLS (FOUR-YEAR-OLD CHILDREN)
SUBJECT		Print Concepts
STANDARD	1	With prompting and support, demonstrate understanding of conventions of print.
OBJECTIVE	a.	Understand that print moves from left to right, top to bottom and page by page.
		Literacy/Concepts of Print/Level 3: Demonstrates understanding of print directionality
OBJECTIVE	b.	Recognize an association between spoken and written words.
		Literacy/Reading/Integration of Knowledge and Ideas/Level 6: Describes the relationship between illustrations and a story
OBJECTIVE	c.	Understand that words are separated by spaces in print.
		Literacy/Concepts of Print/Level 5: Distinguishes letters from words
		Literacy/Segmenting/Level 1: Identifies separate words within a sentence

OBJECTIVE	d.	Recognize and name some upper- and lower-case letters of the alphabet, especially those in own name.
		Literacy/Alphabet Knowledge/Level 3: Recognizes 10 uppercase letters
		Literacy/Alphabet Knowledge/Level 4: Recognizes 18 uppercase and 15 lowercase letters
		Literacy/Alphabet Knowledge/Level 5: Recognizes 26 uppercase and 20 lowercase letters
		Literacy/Letter-Sound Correspondence/Level 4: Identifies 10 uppercase letters based on their sounds
		Literacy/Letter-Sound Correspondence/Level 5: Identifies 15 uppercase and 10 lowercase letters based on their sounds
OBJECTIVE	e.	Recognize words as a unit of print and understand that letters are grouped to form words.
		Literacy/Concepts of Print/Level 5: Distinguishes letters from words
		Literacy/Segmenting/Level 1: Identifies separate words within a sentence
SUBJECT		Phonological Awareness
STANDARD	2	With prompting and support, demonstrate an emerging (developing) understanding of spoken words, syllables and sounds.
OBJECTIVE	a.	Explore and recognize rhyming words (e.g., using songs, finger plays, nursery rhymes, imitation, poetry and conversation).
		Literacy/Alphabet Knowledge/Level 2: Listens to alphabet chants and songs
		Literacy/Rhyming/Level 1: Listens to a variety of rhymes (songs, chants, etc.)
OBJECTIVE	b.	Demonstrate an understanding of syllables in words (units of sound) by clapping, stomping and finger tapping.
		Literacy/Blending/Level 3: Combines syllables to form words
		Literacy/Segmenting/Level 4: Segments words into syllables
OBJECTIVE	d.	With prompting and support, isolate and pronounce the initial sounds and ending sounds in words.
		Literacy/Alliteration/Level 2: Recognize when groups of words begin with the same onset
		Literacy/Alliteration/Level 3: Distinguishes if two words start with the same onset
		Literacy/Alliteration/Level 4: Isolates the onset in words
		Literacy/Alliteration/Level 5: Sorts words by onset
		Literacy/Phonological Awareness/Phoneme Manipulation/Level 6A: Adds an initial phoneme to a given word to create a new word
		Literacy/Phonological Awareness/Phoneme Manipulation/Level 6B: Adds a final phoneme to a given word to create a new word
		Literacy/Phonological Awareness/Phoneme Manipulation/Level 7A: Deletes an initial phoneme from a given word to create a new word
		Literacy/Phonological Awareness/Phoneme Manipulation/Level 7B: Deletes a final phoneme from a given word to create a new word
		Literacy/Phonological Awareness/Phoneme Manipulation/Level 8A: Substitutes an initial phoneme in a given word to create a new word
		Literacy/Phonological Awareness/Phoneme Manipulation/Level 8B: Substitutes a final phoneme in a given word to create a new word
OBJECTIVE	e.	Engage in language play (e.g., sound patterns, rhyming patterns, songs).
		Literacy/Alliteration/Level 1: Listens to songs and chants that have repeating initial sounds
		Literacy/Alliteration/Level 2: Recognize when groups of words begin with the same onset
		Literacy/Alliteration/Level 3: Distinguishes if two words start with the same onset
		Literacy/Alliteration/Level 4: Isolates the onset in words
		Literacy/Alliteration/Level 5: Sorts words by onset
		Literacy/Alphabet Knowledge/Level 2: Listens to alphabet chants and songs
		Literacy/Rhyming/Level 1: Listens to a variety of rhymes (songs, chants, etc.)

		Literacy/Rhyming/Level 2: Determines if two words rhyme
		Literacy/Rhyming/Level 3: Matches rhyming words
		Literacy/Rhyming/Level 4: Determines which word does not rhyme
		Literacy/Rhyming/Level 5: Sorts words by rhyme
OBJECTIVE	f.	Demonstrate awareness of the relationship between sounds and letters.
		Literacy/Alphabet Knowledge/Level 3: Recognizes 10 uppercase letters
		Literacy/Alphabet Knowledge/Level 4: Recognizes 18 uppercase and 15 lowercase letters
		Literacy/Alphabet Knowledge/Level 5: Recognizes 26 uppercase and 20 lowercase letters
		Literacy/Letter-Sound Correspondence/Level 4: Identifies 10 uppercase letters based on their sounds
		Literacy/Letter-Sound Correspondence/Level 5: Identifies 15 uppercase and 10 lowercase letters based on their sounds
SUBJECT		Fluency
STANDARD	4	Display emergent reading behavior with purpose and understanding (e.g., pretend reading, picture reading).
		Literacy/Key Ideas & Details/Level 1: Listens to fictional texts with simple details and story elements
		Literacy/Key Ideas & Details/Level 2: Listens to nonfiction texts with simple structures and elements
		Literacy/Key Ideas & Details/Level 3: Identifies the main character(s) in a story
		Literacy/Key Ideas & Details/Level 4: Recalls key details from a story
		Literacy/Key Ideas & Details/Level 5: Recalls the order of events in a story
THEME		Standards for WRITING (FOUR-YEAR-OLD CHILDREN)
SUBJECT		Production and Distribution of Writing
STANDARD	5	With prompting and support, focus on a topic and draw pictures or add details to an illustration that will clarify responses to questions or suggestions from adults and peers.
		Literacy/Writing Development/Level 2: Draws pictures to convey meaning
THEME		Standards for SPEAKING and LISTENING (FOUR-YEAR-OLD CHILDREN)
SUBJECT		Comprehension and Collaboration
STANDARD	1	With guidance and support, participate in small-group as well as large-group shared conversations about pre-kindergarten topics and texts with peers and adults.
OBJECTIVE	a.	Engage in voluntary conversations (e.g., taking turns, exchanging information, listening attentively, being aware of others' feelings).
		Language & Communication Development/Listening & Understanding/Level 1: Responds to one-step requests or questions
STANDARD	2	With prompting and support, confirm understanding of information presented orally, from read-alouds or through other media by asking and answering questions about details.
		Language & Communication Development/Conventions of Language/Level 5: Demonstrates understanding of question words (who, what, where, when, why, how)
		Language & Communication Development/Receptive Language/Level 2: Responds to "what" questions
		Language & Communication Development/Receptive Language/Level 3: Responds to "where" questions
		Language & Communication Development/Receptive Language/Level 5: Responds to "how" questions
STANDARD	3	With prompting and support, ask and answer questions in order to seek help, obtain information or clarify something that is not understood.
		Language & Communication Development/Conventions of Language/Level 5: Demonstrates understanding of question words (who, what, where, when, why, how)
		Language & Communication Development/Receptive Language/Level 2: Responds to "what" questions

		Language & Communication Development/Receptive Language/Level 3: Responds to "where" questions
		Language & Communication Development/Receptive Language/Level 5: Responds to "how" questions
SUBJECT		Presentation of Knowledge and Ideas
STANDARD	5	With prompting and support, add drawings or other visual displays to descriptions.
		Literacy/Writing Development/Level 2: Draws pictures to convey meaning
THEME		Standards for LANGUAGE (FOUR-YEAR-OLD CHILDREN)
SUBJECT		Conventions of Standard English
STANDARD	1	With prompting and support, demonstrate awareness of the conventions of standard English grammar and usage when speaking.
OBJECTIVE	b.	Form regular plural nouns by adding /s/ or /es/ (e.g., dog, dogs; dish, dishes).
		Language & Communication Development/Conventions of Language/Level 3: Demonstrates understanding of regular plural nouns
OBJECTIVE	e.	Produce and expand complete sentences in shared language activities.
		Language & Communication Development/Receptive Language/Level 4: Demonstrates understanding of complex and compound sentences
STANDARD	2	With prompting and support, demonstrate awareness of the conventions of standard English.
OBJECTIVE	b.	Develop an awareness of symbols for end punctuation.
		Literacy/Blending/Level 3: Combines syllables to form words
		Literacy/Segmenting/Level 4: Segments words into syllables
OBJECTIVE	c.	Attempt to write a letter or letters to represent a word.
		Literacy/Writing Development/Level 4: Writes letter strings
		Literacy/Writing Development/Level 5: Writes letter strings with spaces
SUBJECT		Vocabulary Acquisition and Use
STANDARD	5	With guidance and support, explore word relationships and word meanings.
OBJECTIVE	a.	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
		Language & Communication Development/Vocabulary/Level 2: Sorts words into categories
		Literacy/Alliteration/Level 2: Recognize when groups of words begin with the same onset
		Literacy/Alliteration/Level 3: Distinguishes if two words start with the same onset
		Literacy/Alliteration/Level 5: Sorts words by onset
		Literacy/Rhyming/Level 3: Matches rhyming words
		Literacy/Rhyming/Level 4: Determines which word does not rhyme
		Literacy/Rhyming/Level 5: Sorts words by rhyme
OBJECTIVE	b.	Experiment with frequently occurring verbs and adjectives by relating them to their opposites (antonyms) (e.g., run, walk; fast, slow; soft, hard).
		Language & Communication Development/Vocabulary/Level 4: Demonstrates understanding of common antonyms
		Language & Communication Development/Vocabulary/Level 5: Demonstrates understanding of cross-curricular words
OBJECTIVE	c.	Identify real-life connections between words and their use (e.g., find examples of things that are smooth, rough).
		Language & Communication Development/Vocabulary/Level 4: Demonstrates understanding of common antonyms
STANDARD	6	With prompting and support, use words and phrases that have been acquired through responses to text or stories, experiences, conversations and/or from hearing a story.
		Language & Communication Development/Receptive Language/Level 1: Shows understanding of basic words

		Language & Communication/Vocabulary/Vocabulary/Level 8B: Identifies real-life connections between words and their uses
THEME		MATHEMATICS Standards (FOUR-YEAR-OLD CHILDREN)
SUBJECT		COUNTING AND CARDINALITY
STANDARD		Know number names and the count sequence.
OBJECTIVE	1	With prompting and support, recite numbers 1 to 30 in the correct order.
		Mathematics/Counting & Cardinality/Composing/Level 8B: Writes the composition of two numbers totaling 11-20 as an equation
		Mathematics/Counting & Cardinality/Decomposing/Level 8B: Writes the decomposition of two numbers totaling 11-20 as an equation
		Mathematics/Counting & Cardinality/Numerals Writing/Level 8A: Labels sets of up to 20 with a written numeral
		Mathematics/Counting & Cardinality/Numerals Writing/Level 8B: Writes two-digit numerals up to 100
OBJECTIVE	2	With prompting and support, recognize, name, and attempt writing numerals 0 - 20.
		Mathematics/Operations & Algebraic Thinking/Subtraction/Level 8B: Finds the difference when given a word problem by modeling with manipulatives and writing the corresponding equation
STANDARD		Count to tell the number of objects.
OBJECTIVE	4	With guidance and support, understand the relationship between numerals and quantities.
OBJECTIVE	b.	Match quantities and numerals 0 - 10.
		Mathematics/Comparing Quantities/Level 1: Places objects into a set structure that forces one-to-one correspondence
		Mathematics/Comparing Quantities/Level 2: Pairs objects using one-to-one correspondence to compare two sets
		Mathematics/Comparing Quantities/Level 3: Correctly chooses the set of objects that has more or less when shown two sets that vary greatly in quantity
STANDARD		Count to tell the number of objects.
OBJECTIVE	5	Count many kinds of concrete objects and actions up to 10, using one-to-one correspondence; and, with guidance and support, count up to 10 things in a scattered design.
OBJECTIVE	a.	Use the number name to represent the number of objects in a set, using developmentally appropriate pre-kindergarten materials.
		Mathematics/Comparing Quantities/Level 4: Counts sets of up to 5 objects to compare
		Mathematics/Comparing Quantities/Level 5: Counts sets of up to 10 objects to compare when objects are the same or different sizes
		Mathematics/Operations & Algebraic Thinking/Subtraction/Level 8B: Finds the difference when given a word problem by modeling with manipulatives and writing the corresponding equation
		Mathematics/Set Counting/Level 1: Touches one object for each number said for sets up to 5
		Mathematics/Subitizing/Level 1: Matches small sets of 1-3 objects
		Mathematics/Subitizing/Level 2: Make a small collection to match the same number as another collection that was shown quickly (no more than 4)
		Mathematics/Subitizing/Level 3: Instantly recognizes collections up to 4 in typical arrangements (perceptual subitizing)
		Mathematics/Subitizing/Level 4: Instantly recognizes collections up to 4 in random arrangements (perceptual subitizing)
		Mathematics/Subitizing/Level 5: Instantly recognizes collections up to 5 (perceptual subitizing)
SUBJECT		OPERATIONS AND ALGEBRAIC THINKING
STANDARD		Understand addition as putting together and adding to and understand subtraction as taking apart and taking from.
OBJECTIVE	1	With guidance and support, experiment with adding and subtracting by using developmentally appropriate pre-kindergarten materials.
		Mathematics/Addition/Level 3: Finds the total when given a word problem or scenario by directly modeling the problem with objects and counting all the objects when the sum is 6 or less
		Mathematics/Addition/Level 4: Finds the total when given a word problem or scenario by directly modeling the problem with objects and counting all the objects when the sum is 8 or less

		Mathematics/Addition/Level 5: Finds the total by counting on from the first addend with sums up to ten
		Mathematics/Counting & Cardinality/Composing/Level 8B: Writes the composition of two numbers totaling 11-20 as an equation
		Mathematics/Counting & Cardinality/Decomposing/Level 8B: Writes the decomposition of two numbers totaling 11-20 as an equation
		Mathematics/Operations & Algebraic Thinking/Addition/Level 8B: Finds the total when given a word problem by modeling with manipulatives and then writing the corresponding equation
		Mathematics/Operations & Algebraic Thinking/Subtraction/Level 8B: Finds the difference when given a word problem by modeling with manipulatives and writing the corresponding equation
OBJECTIVE	2	With guidance and support, model real-world addition and subtraction problems up to 5 using developmentally appropriate pre-kindergarten materials.
		Mathematics/Addition/Level 3: Finds the total when given a word problem or scenario by directly modeling the problem with objects and counting all the objects when the sum is 6 or less
		Mathematics/Addition/Level 4: Finds the total when given a word problem or scenario by directly modeling the problem with objects and counting all the objects when the sum is 8 or less
		Mathematics/Addition/Level 5: Finds the total by counting on from the first addend with sums up to ten
		Mathematics/Counting & Cardinality/Composing/Level 8B: Writes the composition of two numbers totaling 11-20 as an equation
		Mathematics/Counting & Cardinality/Decomposing/Level 8B: Writes the decomposition of two numbers totaling 11-20 as an equation
		Mathematics/Operations & Algebraic Thinking/Addition/Level 8B: Finds the total when given a word problem by modeling with manipulatives and then writing the corresponding equation
		Mathematics/Operations & Algebraic Thinking/Subtraction/Level 8B: Finds the difference when given a word problem by modeling with manipulatives and writing the corresponding equation
OBJECTIVE	4	With guidance and support, demonstrate an understanding of patterns using developmentally appropriate pre-kindergarten materials (e.g. duplicate and extend simple patterns using concrete objects.
		Mathematics/Operations & Algebraic Thinking/Patterns/Level 8B: Describes growing patterns
SUBJECT		MEASUREMENT AND DATA
STANDARD		Describe and compare measurable attributes.
OBJECTIVE	1	With guidance and support, recognize measurable attributes of everyday objects such as length, weight and size, using appropriate vocabulary (e.g., small, big, short, tall, empty, full, heavy, light).
		Mathematics/Measurement/Level 1: Orders up to 3 objects by length and height
		Mathematics/Measurement/Level 2: Identifies the object that is longer, taller, or shorter
		Mathematics/Measurement/Level 3: Builds towers that are either shorter or taller than an object
		Mathematics/Measurement/Level 5: Orders up to 10 objects by length and height
		Mathematics/Spatial Relationships/Level 5: Appropriately responds to positional words indicating position, direction, and distance
STANDARD		Classify objects and count the number of objects in each category.
OBJECTIVE	3	With guidance and support, sort, categorize, or classify objects (e.g., color, size, length, height, weight, area, temperature).
		Mathematics/Classification & Data/Level 1: Identifies objects given a single attribute
		Mathematics/Classification & Data/Level 2: Sorts objects based on a single attribute
		Mathematics/Classification & Data/Level 3: Matches similar objects
		Mathematics/Classification & Data/Level 4: Identifies objects given two attributes
		Mathematics/Classification & Data/Level 5: Sorts objects based on two attributes
SUBJECT		GEOMETRY
STANDARD		Explore, identify, and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders and spheres).

OBJECTIVE	1	With guidance and support, correctly name shapes.
		Mathematics/2-D Shapes/Level 1: Matches 2 identical simple shapes (square, triangle, circle) that have the same size and orientation
		Mathematics/2-D Shapes/Level 2: Matches 2 identical simple shapes (square, triangle, circle) that have different sizes and orientations
		Mathematics/2-D Shapes/Level 3: Names a circle, square, and triangle when shown a prototypical shape
		Mathematics/2-D Shapes/Level 4: Completes a pattern block puzzle by choosing the correct shapes to fit in each piece.
		Mathematics/2-D Shapes/Level 5: Identifies what 2-dimensional shapes create the faces of 3-dimensional objects
		Mathematics/Geometry/3D Shapes/Level 2: Identifies 3D shapes
		Mathematics/Geometry/3D Shapes/Level 3: Matches common 3D shapes (cone, cylinder, cube, sphere) that have different sizes and orientations
		Mathematics/Geometry/3D Shapes/Level 4: Given a 3D shape, identifies an object in the environment with that shape
		Mathematics/Geometry/3D Shapes/Level 6: Describes attributes of basic three-dimensional shapes
		Mathematics/Geometry/3D Shapes/Level 7: Identifies a 3D shape based on its attributes
		Mathematics/Geometry/3D Shapes/Level 8: Compares basic 3D shapes
OBJECTIVE	2	With guidance and support correctly name shapes in the environment, regardless of their orientation or overall size, recognizing differences among shapes.
		Mathematics/2-D Shapes/Level 3: Names a circle, square, and triangle when shown a prototypical shape
		Mathematics/Geometry/3D Shapes/Level 5: Distinguishes between 2D and 3D shapes
OBJECTIVE	3	With guidance and support, explore the differences between two-dimensional and three-dimensional shapes.
		Mathematics/2-D Shapes/Level 1: Matches 2 identical simple shapes (square, triangle, circle) that have the same size and orientation
		Mathematics/2-D Shapes/Level 2: Matches 2 identical simple shapes (square, triangle, circle) that have different sizes and orientations
		Mathematics/2-D Shapes/Level 3: Names a circle, square, and triangle when shown a prototypical shape
		Mathematics/2-D Shapes/Level 4: Completes a pattern block puzzle by choosing the correct shapes to fit in each piece.
		Mathematics/2-D Shapes/Level 5: Identifies what 2-dimensional shapes create the faces of 3-dimensional objects
		Mathematics/Geometry/3D Shapes/Level 2: Identifies 3D shapes
		Mathematics/Geometry/3D Shapes/Level 3: Matches common 3D shapes (cone, cylinder, cube, sphere) that have different sizes and orientations
		Mathematics/Geometry/3D Shapes/Level 4: Given a 3D shape, identifies an object in the environment with that shape
		Mathematics/Geometry/3D Shapes/Level 6: Describes attributes of basic three-dimensional shapes
		Mathematics/Geometry/3D Shapes/Level 7: Identifies a 3D shape based on its attributes
		Mathematics/Geometry/3D Shapes/Level 8: Compares basic 3D shapes
STANDARD		Analyze, compare, create and compose shapes.
OBJECTIVE	4	With guidance and support, create and represent shapes using developmentally appropriate pre-kindergarten materials (e.g., popsicle sticks, play dough, blocks, pipe cleaners, pattern blocks).
		Mathematics/2-D Shapes/Level 1: Matches 2 identical simple shapes (square, triangle, circle) that have the same size and orientation
		Mathematics/2-D Shapes/Level 2: Matches 2 identical simple shapes (square, triangle, circle) that have different sizes and orientations
		Mathematics/2-D Shapes/Level 3: Names a circle, square, and triangle when shown a prototypical shape
		Mathematics/2-D Shapes/Level 4: Completes a pattern block puzzle by choosing the correct shapes to fit in each piece.
		Mathematics/2-D Shapes/Level 5: Identifies what 2-dimensional shapes create the faces of 3-dimensional objects
		Mathematics/Geometry/3D Shapes/Level 2: Identifies 3D shapes

		Mathematics/Geometry/3D Shapes/Level 3: Matches common 3D shapes (cone, cylinder, cube, sphere) that have different sizes and orientations
		Mathematics/Geometry/3D Shapes/Level 4: Given a 3D shape, identifies an object in the environment with that shape
		Mathematics/Geometry/3D Shapes/Level 6: Describes attributes of basic three-dimensional shapes
		Mathematics/Geometry/3D Shapes/Level 7: Identifies a 3D shape based on its attributes
		Mathematics/Geometry/3D Shapes/Level 8: Compares basic 3D shapes
OBJECTIVE	5	With guidance and support, explore using shapes to create representation of common objects (e.g., use a square and a triangle to make a house).
		Literacy/Writing Development/Level 2: Draws pictures to convey meaning
		Mathematics/2-D Shapes/Level 1: Matches 2 identical simple shapes (square, triangle, circle) that have the same size and orientation
		Mathematics/2-D Shapes/Level 2: Matches 2 identical simple shapes (square, triangle, circle) that have different sizes and orientations
		Mathematics/2-D Shapes/Level 3: Names a circle, square, and triangle when shown a prototypical shape
		Mathematics/2-D Shapes/Level 4: Completes a pattern block puzzle by choosing the correct shapes to fit in each piece.
		Mathematics/2-D Shapes/Level 5: Identifies what 2-dimensional shapes create the faces of 3-dimensional objects
THEME		APPROACHES TO LEARNING Standards (FOUR-YEAR-OLD CHILDREN)
SUBJECT		PLAY
STANDARD		Engage in play.
OBJECTIVE	1	Cooperate with peers during play by taking turns, sharing materials and inviting others to play.
		Social Studies/Civics & Citizenship/Civics & Citizenship/Level 8: Identifies actions that could improve life in their school, community, and beyond
		Social Studies/Community Awareness/Level 7: Explores ways to build community relationships
		Social Studies/Community Awareness/Level 8: Explores ways to help those in need
		Social Studies/Self-Identity/Level 8: Draws a picture of him/herself engaged in an activity, tradition, sport, hobby
		Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 4: Identifies examples of responsible decisions
		Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 7: Describes how personal choices lead to actions and/or consequences
		Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 8: Demonstrates an understanding of the importance of taking responsibility for one's actions
		Social-Emotional Development/Self-Management/Level 2: Explores using trial and error to complete an activity
		Social-Emotional Development/Self-Management/Level 3: Explores various materials to accomplish a goal
		Social-Emotional Development/Self-Management/Level 4: Explores simple observations to make a prediction
		Social-Emotional Development/Self-Management/Level 5: Uses persistence to engage in a challenging activity and asks for help when needed
		Social-Emotional Development/Self-Management/Level 6: Uses persistence to complete an activity with unknown challenges
		Social-Emotional Development/Social Awareness/Social Awareness/Level 4: Identifies ways of showing kindness and caring
		Social-Emotional Development/Social Awareness/Social Awareness/Level 5: Understands gratitude and identifies ways to express it
		Social-Emotional Development/Social Awareness/Social Awareness/Level 6: Demonstrates an understanding of the importance of caring about others
		Social-Emotional Development/Social Awareness/Social Awareness/Level 7: Demonstrates an understanding of the importance of supporting their family, friends, school, and community.
		Social-Emotional Development/Social Awareness/Social Awareness/Level 8: Identifies personal actions that contribute to the common good
		Social-Emotional Development/Social Skills/Social Skills/Level 4: Demonstrates an understanding of positive social skills (kindness, cooperation, honesty, trustworthiness, etc.)

		Social-Emotional Development/Social Skills/Social Skills/Level 5: Identifies the benefits of positive social skills (kindness, cooperation, honesty, trustworthiness, etc.)
		Social-Emotional Development/Social Skills/Social Skills/Level 6: Identifies personal actions that demonstrate positive social skills (kindness, cooperation, honesty, trustworthiness, etc.)
		Social-Emotional Development/Social Skills/Social Skills/Level 7: Demonstrates an understanding of the importance of respect for others
		Social-Emotional Development/Social Skills/Social Skills/Level 8: Identifies personal actions that demonstrate respect for others
OBJECTIVE	2	Initiate and make decisions regarding play and learning activities (e.g., choose learning centers and materials).
		Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 4: Identifies examples of responsible decisions
OBJECTIVE	4	Demonstrate active engagement in play.
		Social Studies/Civics & Citizenship/Civics & Citizenship/Level 8: Identifies actions that could improve life in their school, community, and beyond
		Social Studies/Community Awareness/Level 7: Explores ways to build community relationships
		Social Studies/Community Awareness/Level 8: Explores ways to help those in need
		Social Studies/Self-Identity/Level 8: Draws a picture of him/herself engaged in an activity, tradition, sport, hobby
		Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 4: Identifies examples of responsible decisions
		Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 7: Describes how personal choices lead to actions and/or consequences
		Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 8: Demonstrates an understanding of the importance of taking responsibility for one's actions
		Social-Emotional Development/Self-Management/Level 2: Explores using trial and error to complete an activity
		Social-Emotional Development/Self-Management/Level 3: Explores various materials to accomplish a goal
		Social-Emotional Development/Self-Management/Level 4: Explores simple observations to make a prediction
		Social-Emotional Development/Self-Management/Level 5: Uses persistence to engage in a challenging activity and asks for help when needed
		Social-Emotional Development/Self-Management/Level 6: Uses persistence to complete an activity with unknown challenges
		Social-Emotional Development/Social Awareness/Social Awareness/Level 4: Identifies ways of showing kindness and caring
		Social-Emotional Development/Social Awareness/Social Awareness/Level 5: Understands gratitude and identifies ways to express it
		Social-Emotional Development/Social Awareness/Social Awareness/Level 6: Demonstrates an understanding of the importance of caring about others
		Social-Emotional Development/Social Awareness/Social Awareness/Level 7: Demonstrates an understanding of the importance of supporting their family, friends, school, and community.
		Social-Emotional Development/Social Awareness/Social Awareness/Level 8: Identifies personal actions that contribute to the common good
		Social-Emotional Development/Social Skills/Social Skills/Level 4: Demonstrates an understanding of positive social skills (kindness, cooperation, honesty, trustworthiness, etc.)
		Social-Emotional Development/Social Skills/Social Skills/Level 5: Identifies the benefits of positive social skills (kindness, cooperation, honesty, trustworthiness, etc.)
		Social-Emotional Development/Social Skills/Social Skills/Level 6: Identifies personal actions that demonstrate positive social skills (kindness, cooperation, honesty, trustworthiness, etc.)
		Social-Emotional Development/Social Skills/Social Skills/Level 7: Demonstrates an understanding of the importance of respect for others
		Social-Emotional Development/Social Skills/Social Skills/Level 8: Identifies personal actions that demonstrate respect for others
SUBJECT		PROBLEM-SOLVING SKILLS
STANDARD		Demonstrate problem-solving skills.
OBJECTIVE	1	Identify a problem or ask a question.

		Social-Emotional Development/Self-Management/Level 7: Uses trial and error to solve a problem
		Social-Emotional Development/Self-Management/Level 8: Uses problem-solving to create an activity using cause & effect
		Social-Emotional Development/Social Problem Solving/Level 1: Recognizes social problems
		Social-Emotional Development/Social Problem Solving/Level 3: Identifies classroom routines and procedures that prevent social problems from occurring
		Social-Emotional Development/Social Problem Solving/Level 4: Identifies appropriate solutions for social problems involving basic emotions
		Social-Emotional Development/Social Problem Solving/Level 5: Identifies strategies for addressing their own emotions in social problems
OBJECTIVE	2	Use a variety of strategies to solve a problem, reach a goal or answer a question (e.g., work with others, use a variety of materials, use trial and error).
		Language & Communication Development/Conventions of Language/Level 5: Demonstrates understanding of question words (who, what, where, when, why, how)
		Language & Communication Development/Receptive Language/Level 2: Responds to "what" questions
		Language & Communication Development/Receptive Language/Level 3: Responds to "where" questions
		Language & Communication Development/Receptive Language/Level 5: Responds to "how" questions
		Social-Emotional Development/Self-Management/Level 7: Uses trial and error to solve a problem
		Social-Emotional Development/Self-Management/Level 8: Uses problem-solving to create an activity using cause & effect
		Social-Emotional Development/Social Problem Solving/Level 1: Recognizes social problems
		Social-Emotional Development/Social Problem Solving/Level 3: Identifies classroom routines and procedures that prevent social problems from occurring
		Social-Emotional Development/Social Problem Solving/Level 4: Identifies appropriate solutions for social problems involving basic emotions
		Social-Emotional Development/Social Problem Solving/Level 5: Identifies strategies for addressing their own emotions in social problems
THEME		SOCIAL AND EMOTIONAL Standards (FOUR-YEAR-OLD CHILDREN)
SUBJECT		SOCIAL DEVELOPMENT
STANDARD		Build and maintain relationships with others.
OBJECTIVE	2	Interact appropriately with other children.
OBJECTIVE	a.	Engage in positive interactions and communications with classmates (e.g., greet peers, use names of classmates, share materials).
		Social Studies/Civics & Citizenship/Civics & Citizenship/Level 8: Identifies actions that could improve life in their school, community, and beyond
		Social Studies/Community Awareness/Level 7: Explores ways to build community relationships
		Social Studies/Community Awareness/Level 8: Explores ways to help those in need
		Social Studies/Self-Identity/Level 8: Draws a picture of him/herself engaged in an activity, tradition, sport, hobby
		Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 4: Identifies examples of responsible decisions
		Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 7: Describes how personal choices lead to actions and/or consequences
		Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 8: Demonstrates an understanding of the importance of taking responsibility for one's actions
		Social-Emotional Development/Self-Management/Level 2: Explores using trial and error to complete an activity
		Social-Emotional Development/Self-Management/Level 3: Explores various materials to accomplish a goal
		Social-Emotional Development/Self-Management/Level 4: Explores simple observations to make a prediction
		Social-Emotional Development/Self-Management/Level 5: Uses persistence to engage in a challenging activity and asks for help when needed
		Social-Emotional Development/Self-Management/Level 6: Uses persistence to complete an activity with unknown challenges

		Social-Emotional Development/Social Awareness/Social Awareness/Level 4: Identifies ways of showing kindness and caring
		Social-Emotional Development/Social Awareness/Social Awareness/Level 5: Understands gratitude and identifies ways to express it
		Social-Emotional Development/Social Awareness/Social Awareness/Level 6: Demonstrates an understanding of the importance of caring about others
		Social-Emotional Development/Social Awareness/Social Awareness/Level 7: Demonstrates an understanding of the importance of supporting their family, friends, school, and community.
		Social-Emotional Development/Social Awareness/Social Awareness/Level 8: Identifies personal actions that contribute to the common good
		Social-Emotional Development/Social Skills/Social Skills/Level 4: Demonstrates an understanding of positive social skills (kindness, cooperation, honesty, trustworthiness, etc.)
		Social-Emotional Development/Social Skills/Social Skills/Level 5: Identifies the benefits of positive social skills (kindness, cooperation, honesty, trustworthiness, etc.)
		Social-Emotional Development/Social Skills/Social Skills/Level 6: Identifies personal actions that demonstrate positive social skills (kindness, cooperation, honesty, trustworthiness, etc.)
		Social-Emotional Development/Social Skills/Social Skills/Level 7: Demonstrates an understanding of the importance of respect for others
		Social-Emotional Development/Social Skills/Social Skills/Level 8: Identifies personal actions that demonstrate respect for others
OBJECTIVE	b.	Develop relationships and share a friendship with one or two peers (e.g., offer assistance and materials to others).
		Social Studies/Civics & Citizenship/Civics & Citizenship/Level 8: Identifies actions that could improve life in their school, community, and beyond
		Social Studies/Community Awareness/Level 7: Explores ways to build community relationships
		Social Studies/Community Awareness/Level 8: Explores ways to help those in need
		Social Studies/Self-Identity/Level 8: Draws a picture of him/herself engaged in an activity, tradition, sport, hobby
		Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 4: Identifies examples of responsible decisions
		Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 7: Describes how personal choices lead to actions and/or consequences
		Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 8: Demonstrates an understanding of the importance of taking responsibility for one's actions
		Social-Emotional Development/Self-Management/Level 2: Explores using trial and error to complete an activity
		Social-Emotional Development/Self-Management/Level 3: Explores various materials to accomplish a goal
		Social-Emotional Development/Self-Management/Level 4: Explores simple observations to make a prediction
		Social-Emotional Development/Self-Management/Level 5: Uses persistence to engage in a challenging activity and asks for help when needed
		Social-Emotional Development/Self-Management/Level 6: Uses persistence to complete an activity with unknown challenges
		Social-Emotional Development/Social Awareness/Social Awareness/Level 4: Identifies ways of showing kindness and caring
		Social-Emotional Development/Social Awareness/Social Awareness/Level 5: Understands gratitude and identifies ways to express it
		Social-Emotional Development/Social Awareness/Social Awareness/Level 6: Demonstrates an understanding of the importance of caring about others
		Social-Emotional Development/Social Awareness/Social Awareness/Level 7: Demonstrates an understanding of the importance of supporting their family, friends, school, and community.
		Social-Emotional Development/Social Awareness/Social Awareness/Level 8: Identifies personal actions that contribute to the common good
		Social-Emotional Development/Social Skills/Social Skills/Level 4: Demonstrates an understanding of positive social skills (kindness, cooperation, honesty, trustworthiness, etc.)
		Social-Emotional Development/Social Skills/Social Skills/Level 5: Identifies the benefits of positive social skills (kindness, cooperation, honesty, trustworthiness, etc.)
		Social-Emotional Development/Social Skills/Social Skills/Level 6: Identifies personal actions that demonstrate positive social skills (kindness, cooperation, honesty, trustworthiness, etc.)

		Social-Emotional Development/Social Skills/Social Skills/Level 7: Demonstrates an understanding of the importance of respect for others
		Social-Emotional Development/Social Skills/Social Skills/Level 8: Identifies personal actions that demonstrate respect for others
OBJECTIVE	c.	Ask permission to use items or materials of others.
		Social Studies/Civics & Citizenship/Civics & Citizenship/Level 8: Identifies actions that could improve life in their school, community, and beyond
		Social Studies/Community Awareness/Level 7: Explores ways to build community relationships
		Social Studies/Community Awareness/Level 8: Explores ways to help those in need
		Social Studies/Self-Identity/Level 8: Draws a picture of him/herself engaged in an activity, tradition, sport, hobby
		Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 4: Identifies examples of responsible decisions
		Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 7: Describes how personal choices lead to actions and/or consequences
		Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 8: Demonstrates an understanding of the importance of taking responsibility for one's actions
		Social-Emotional Development/Self-Management/Level 2: Explores using trial and error to complete an activity
		Social-Emotional Development/Self-Management/Level 3: Explores various materials to accomplish a goal
		Social-Emotional Development/Self-Management/Level 4: Explores simple observations to make a prediction
		Social-Emotional Development/Self-Management/Level 5: Uses persistence to engage in a challenging activity and asks for help when needed
		Social-Emotional Development/Self-Management/Level 6: Uses persistence to complete an activity with unknown challenges
		Social-Emotional Development/Social Awareness/Social Awareness/Level 4: Identifies ways of showing kindness and caring
		Social-Emotional Development/Social Awareness/Social Awareness/Level 5: Understands gratitude and identifies ways to express it
		Social-Emotional Development/Social Awareness/Social Awareness/Level 6: Demonstrates an understanding of the importance of caring about others
		Social-Emotional Development/Social Awareness/Social Awareness/Level 7: Demonstrates an understanding of the importance of supporting their family, friends, school, and community.
		Social-Emotional Development/Social Awareness/Social Awareness/Level 8: Identifies personal actions that contribute to the common good
		Social-Emotional Development/Social Skills/Social Skills/Level 4: Demonstrates an understanding of positive social skills (kindness, cooperation, honesty, trustworthiness, etc.)
		Social-Emotional Development/Social Skills/Social Skills/Level 5: Identifies the benefits of positive social skills (kindness, cooperation, honesty, trustworthiness, etc.)
		Social-Emotional Development/Social Skills/Social Skills/Level 6: Identifies personal actions that demonstrate positive social skills (kindness, cooperation, honesty, trustworthiness, etc.)
		Social-Emotional Development/Social Skills/Social Skills/Level 7: Demonstrates an understanding of the importance of respect for others
		Social-Emotional Development/Social Skills/Social Skills/Level 8: Identifies personal actions that demonstrate respect for others
STANDARD		Work productively toward common goals and activities.
OBJECTIVE	4	Participate successfully as a member of a group.
OBJECTIVE	b.	Sustain interactions with peers, allow others to join play activities, and play cooperatively with others in small and large groups (e.g., engage in cooperative play or conversations over time).
		Social Studies/Civics & Citizenship/Civics & Citizenship/Level 8: Identifies actions that could improve life in their school, community, and beyond
		Social Studies/Community Awareness/Level 7: Explores ways to build community relationships
		Social Studies/Community Awareness/Level 8: Explores ways to help those in need
		Social Studies/Self-Identity/Level 8: Draws a picture of him/herself engaged in an activity, tradition, sport, hobby
		Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 4: Identifies examples of responsible decisions

		Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 7: Describes how personal choices lead to actions and/or consequences
		Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 8: Demonstrates an understanding of the importance of taking responsibility for one's actions
		Social-Emotional Development/Self-Management/Level 2: Explores using trial and error to complete an activity
		Social-Emotional Development/Self-Management/Level 3: Explores various materials to accomplish a goal
		Social-Emotional Development/Self-Management/Level 4: Explores simple observations to make a prediction
		Social-Emotional Development/Self-Management/Level 5: Uses persistence to engage in a challenging activity and asks for help when needed
		Social-Emotional Development/Self-Management/Level 6: Uses persistence to complete an activity with unknown challenges
		Social-Emotional Development/Social Awareness/Social Awareness/Level 4: Identifies ways of showing kindness and caring
		Social-Emotional Development/Social Awareness/Social Awareness/Level 5: Understands gratitude and identifies ways to express it
		Social-Emotional Development/Social Awareness/Social Awareness/Level 6: Demonstrates an understanding of the importance of caring about others
		Social-Emotional Development/Social Awareness/Social Awareness/Level 7: Demonstrates an understanding of the importance of supporting their family, friends, school, and community.
		Social-Emotional Development/Social Awareness/Social Awareness/Level 8: Identifies personal actions that contribute to the common good
		Social-Emotional Development/Social Skills/Social Skills/Level 4: Demonstrates an understanding of positive social skills (kindness, cooperation, honesty, trustworthiness, etc.)
		Social-Emotional Development/Social Skills/Social Skills/Level 5: Identifies the benefits of positive social skills (kindness, cooperation, honesty, trustworthiness, etc.)
		Social-Emotional Development/Social Skills/Social Skills/Level 6: Identifies personal actions that demonstrate positive social skills (kindness, cooperation, honesty, trustworthiness, etc.)
		Social-Emotional Development/Social Skills/Social Skills/Level 7: Demonstrates an understanding of the importance of respect for others
		Social-Emotional Development/Social Skills/Social Skills/Level 8: Identifies personal actions that demonstrate respect for others
OBJECTIVE	c.	Accept assigned duties during play or classroom management routines (e.g., clean-up responsibilities).
		Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 4: Identifies examples of responsible decisions
		Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 8: Demonstrates an understanding of the importance of taking responsibility for one's actions
STANDARD		Work productively toward common goals and activities.
OBJECTIVE	5	Join ongoing activities in acceptable ways.
OBJECTIVE	a.	Express to others a desire to play (e.g., say, "I want to play.>").
		Social Studies/Civics & Citizenship/Civics & Citizenship/Level 8: Identifies actions that could improve life in their school, community, and beyond
		Social Studies/Community Awareness/Level 7: Explores ways to build community relationships
		Social Studies/Community Awareness/Level 8: Explores ways to help those in need
		Social Studies/Self-Identity/Level 8: Draws a picture of him/herself engaged in an activity, tradition, sport, hobby
		Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 4: Identifies examples of responsible decisions
		Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 7: Describes how personal choices lead to actions and/or consequences
		Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 8: Demonstrates an understanding of the importance of taking responsibility for one's actions
		Social-Emotional Development/Self-Management/Level 2: Explores using trial and error to complete an activity
		Social-Emotional Development/Self-Management/Level 3: Explores various materials to accomplish a goal

		Social-Emotional Development/Self-Management/Level 4: Explores simple observations to make a prediction
		Social-Emotional Development/Self-Management/Level 5: Uses persistence to engage in a challenging activity and asks for help when needed
		Social-Emotional Development/Self-Management/Level 6: Uses persistence to complete an activity with unknown challenges
		Social-Emotional Development/Social Awareness/Social Awareness/Level 4: Identifies ways of showing kindness and caring
		Social-Emotional Development/Social Awareness/Social Awareness/Level 5: Understands gratitude and identifies ways to express it
		Social-Emotional Development/Social Awareness/Social Awareness/Level 6: Demonstrates an understanding of the importance of caring about others
		Social-Emotional Development/Social Awareness/Social Awareness/Level 7: Demonstrates an understanding of the importance of supporting their family, friends, school, and community.
		Social-Emotional Development/Social Awareness/Social Awareness/Level 8: Identifies personal actions that contribute to the common good
		Social-Emotional Development/Social Skills/Social Skills/Level 4: Demonstrates an understanding of positive social skills (kindness, cooperation, honesty, trustworthiness, etc.)
		Social-Emotional Development/Social Skills/Social Skills/Level 5: Identifies the benefits of positive social skills (kindness, cooperation, honesty, trustworthiness, etc.)
		Social-Emotional Development/Social Skills/Social Skills/Level 6: Identifies personal actions that demonstrate positive social skills (kindness, cooperation, honesty, trustworthiness, etc.)
		Social-Emotional Development/Social Skills/Social Skills/Level 7: Demonstrates an understanding of the importance of respect for others
		Social-Emotional Development/Social Skills/Social Skills/Level 8: Identifies personal actions that demonstrate respect for others
OBJECTIVE	b.	Lead and follow.
		Social Studies/Civics & Citizenship/Civics & Citizenship/Level 8: Identifies actions that could improve life in their school, community, and beyond
		Social Studies/Community Awareness/Level 7: Explores ways to build community relationships
		Social Studies/Community Awareness/Level 8: Explores ways to help those in need
		Social Studies/Self-Identity/Level 8: Draws a picture of him/herself engaged in an activity, tradition, sport, hobby
		Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 4: Identifies examples of responsible decisions
		Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 7: Describes how personal choices lead to actions and/or consequences
		Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 8: Demonstrates an understanding of the importance of taking responsibility for one's actions
		Social-Emotional Development/Self-Management/Level 2: Explores using trial and error to complete an activity
		Social-Emotional Development/Self-Management/Level 3: Explores various materials to accomplish a goal
		Social-Emotional Development/Self-Management/Level 4: Explores simple observations to make a prediction
		Social-Emotional Development/Self-Management/Level 5: Uses persistence to engage in a challenging activity and asks for help when needed
		Social-Emotional Development/Self-Management/Level 6: Uses persistence to complete an activity with unknown challenges
		Social-Emotional Development/Social Awareness/Social Awareness/Level 4: Identifies ways of showing kindness and caring
		Social-Emotional Development/Social Awareness/Social Awareness/Level 5: Understands gratitude and identifies ways to express it
		Social-Emotional Development/Social Awareness/Social Awareness/Level 6: Demonstrates an understanding of the importance of caring about others
		Social-Emotional Development/Social Awareness/Social Awareness/Level 7: Demonstrates an understanding of the importance of supporting their family, friends, school, and community.
		Social-Emotional Development/Social Awareness/Social Awareness/Level 8: Identifies personal actions that contribute to the common good
		Social-Emotional Development/Social Skills/Social Skills/Level 4: Demonstrates an understanding of positive social skills (kindness, cooperation, honesty, trustworthiness, etc.)

		Social-Emotional Development/Social Skills/Social Skills/Level 5: Identifies the benefits of positive social skills (kindness, cooperation, honesty, trustworthiness, etc.)
		Social-Emotional Development/Social Skills/Social Skills/Level 6: Identifies personal actions that demonstrate positive social skills (kindness, cooperation, honesty, trustworthiness, etc.)
		Social-Emotional Development/Social Skills/Social Skills/Level 7: Demonstrates an understanding of the importance of respect for others
		Social-Emotional Development/Social Skills/Social Skills/Level 8: Identifies personal actions that demonstrate respect for others
SUBJECT		EMOTIONAL DEVELOPMENT
STANDARD		Demonstrate awareness of self and capabilities.
OBJECTIVE	1	Demonstrate trust in self.
OBJECTIVE	a.	Make positive statements about self, use assertive voice to express self and accept responsibility for own actions (e.g., say, "I can ...", "I will ...", "I did ...").
		Social Studies/Self-Identity/Level 1: Draws a self-portrait
		Social Studies/Self-Identity/Level 4: Identifies various characteristics and interests that appeal to him/herself
		Social Studies/Self-Identity/Level 5: Draws a self-portrait with (at least one) characteristic or interests included
		Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 5: Demonstrates an understanding of the importance of self-management skills
OBJECTIVE	b.	Identify own emotions (e.g., say, "I feel ...") and express pride in accomplishments (e.g., "I did it!").
		Social Studies/Self-Identity/Level 1: Draws a self-portrait
		Social Studies/Self-Identity/Level 4: Identifies various characteristics and interests that appeal to him/herself
		Social Studies/Self-Identity/Level 5: Draws a self-portrait with (at least one) characteristic or interests included
		Social-Emotional Development/Identifying Emotions/Level 1: Identifies basic emotions (happy, sad, angry/mad, and scared)
		Social-Emotional Development/Identifying Emotions/Level 2: Demonstrates causes of basic emotions
		Social-Emotional Development/Identifying Emotions/Level 3: Identifies more complex emotions (calm, surprised, embarrassed, and disappointed)
		Social-Emotional Development/Identifying Emotions/Level 4: Demonstrates causes of more complex emotions
		Social-Emotional Development/Identifying Emotions/Level 5: Identifies a variety of facial expressions as they relate to basic emotions
		Social-Emotional Development/Responding to Emotions/Level 1: Engages in breathing exercises to learn to calm self
		Social-Emotional Development/Responding to Emotions/Level 2: Identifies appropriate ways to respond to basic negative emotions (scared, mad, sad)
		Social-Emotional Development/Responding to Emotions/Level 3: Identifies appropriate ways to manage basic negative emotions (scared, mad, sad)
		Social-Emotional Development/Responding to Emotions/Level 4: Identifies appropriate ways to respond to basic positive emotions (happy)
		Social-Emotional Development/Responding to Emotions/Level 5: Identifies appropriate ways to respond to more complex negative emotions (embarrassed, disappointed, surprised)
		Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 5: Demonstrates an understanding of the importance of self-management skills
		Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 6: Demonstrates an understanding of how personal feelings can influence individual actions
		Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 7: Describes how personal choices lead to actions and/or consequences
		Social-Emotional Development/Social Problem Solving/Level 4: Identifies appropriate solutions for social problems involving basic emotions
		Social-Emotional Development/Social Problem Solving/Level 5: Identifies strategies for addressing their own emotions in social problems
STANDARD		Demonstrate awareness of self and capabilities.

OBJECTIVE	3	Show flexibility, inventiveness and interest in solving problems.
OBJECTIVE	a.	Make alternative choices (e.g., move to another area when a center is full).
		Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 4: Identifies examples of responsible decisions
OBJECTIVE	b.	Persist and problem solve when working on a task (e.g., work on a puzzle; rebuild a tower of blocks that has fallen).
		Social-Emotional Development/Self-Management/Level 7: Uses trial and error to solve a problem
		Social-Emotional Development/Social Problem Solving/Level 1: Recognizes social problems
		Social-Emotional Development/Social Problem Solving/Level 3: Identifies classroom routines and procedures that prevent social problems from occurring
		Social-Emotional Development/Social Problem Solving/Level 4: Identifies appropriate solutions for social problems involving basic emotions
		Social-Emotional Development/Social Problem Solving/Level 5: Identifies strategies for addressing their own emotions in social problems
STANDARD		Demonstrate awareness of self and capabilities.
OBJECTIVE	4	Know personal information.
OBJECTIVE	a.	Describe self using several basic characteristics (e.g., gender, age, hair color, eye color).
		Social Studies/Self-Identity/Level 3: Draws a picture that resembles his/her family
		Social Studies/Self-Identity/Level 6: Draws a picture resembling his/her family, including interests or traditions of the family
		Social Studies/Self-Identity/Level 7: Draws a picture of his/her home that includes family specific details
OBJECTIVE	b.	Refer to self by first and last name.
		Social Studies/Self-Identity/Level 3: Draws a picture that resembles his/her family
		Social Studies/Self-Identity/Level 6: Draws a picture resembling his/her family, including interests or traditions of the family
		Social Studies/Self-Identity/Level 7: Draws a picture of his/her home that includes family specific details
STANDARD		Recognize and adapt expressions, behaviors and actions.
OBJECTIVE	6	Manage emotions.
OBJECTIVE	a.	With prompting and support, progress from being upset to being calm (e.g., breathe deeply to regain self-control).
		Social-Emotional Development/Identifying Emotions/Level 1: Identifies basic emotions (happy, sad, angry/mad, and scared)
		Social-Emotional Development/Identifying Emotions/Level 2: Demonstrates causes of basic emotions
		Social-Emotional Development/Identifying Emotions/Level 3: Identifies more complex emotions (calm, surprised, embarrassed, and disappointed)
		Social-Emotional Development/Identifying Emotions/Level 4: Demonstrates causes of more complex emotions
		Social-Emotional Development/Identifying Emotions/Level 5: Identifies a variety of facial expressions as they relate to basic emotions
		Social-Emotional Development/Responding to Emotions/Level 1: Engages in breathing exercises to learn to calm self
		Social-Emotional Development/Responding to Emotions/Level 2: Identifies appropriate ways to respond to basic negative emotions (scared, mad, sad)
		Social-Emotional Development/Responding to Emotions/Level 3: Identifies appropriate ways to manage basic negative emotions (scared, mad, sad)
		Social-Emotional Development/Responding to Emotions/Level 4: Identifies appropriate ways to respond to basic positive emotions (happy)
		Social-Emotional Development/Responding to Emotions/Level 5: Identifies appropriate ways to respond to more complex negative emotions (embarrassed, disappointed, surprised)
		Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 6: Demonstrates an understanding of how personal feelings can influence individual actions
		Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 7: Describes how personal choices lead to actions and/or consequences

		Social-Emotional Development/Social Problem Solving/Level 4: Identifies appropriate solutions for social problems involving basic emotions
		Social-Emotional Development/Social Problem Solving/Level 5: Identifies strategies for addressing their own emotions in social problems
OBJECTIVE	b.	With prompting and support, recognize emotions (e.g., "I am really mad.").
		Social-Emotional Development/Identifying Emotions/Level 1: Identifies basic emotions (happy, sad, angry/mad, and scared)
		Social-Emotional Development/Identifying Emotions/Level 2: Demonstrates causes of basic emotions
		Social-Emotional Development/Identifying Emotions/Level 3: Identifies more complex emotions (calm, surprised, embarrassed, and disappointed)
		Social-Emotional Development/Identifying Emotions/Level 4: Demonstrates causes of more complex emotions
		Social-Emotional Development/Identifying Emotions/Level 5: Identifies a variety of facial expressions as they relate to basic emotions
		Social-Emotional Development/Responding to Emotions/Level 1: Engages in breathing exercises to learn to calm self
		Social-Emotional Development/Responding to Emotions/Level 2: Identifies appropriate ways to respond to basic negative emotions (scared, mad, sad)
		Social-Emotional Development/Responding to Emotions/Level 3: Identifies appropriate ways to manage basic negative emotions (scared, mad, sad)
		Social-Emotional Development/Responding to Emotions/Level 4: Identifies appropriate ways to respond to basic positive emotions (happy)
		Social-Emotional Development/Responding to Emotions/Level 5: Identifies appropriate ways to respond to more complex negative emotions (embarrassed, disappointed, surprised)
		Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 6: Demonstrates an understanding of how personal feelings can influence individual actions
		Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 7: Describes how personal choices lead to actions and/or consequences
		Social-Emotional Development/Social Problem Solving/Level 4: Identifies appropriate solutions for social problems involving basic emotions
		Social-Emotional Development/Social Problem Solving/Level 5: Identifies strategies for addressing their own emotions in social problems
OBJECTIVE	c.	With prompting and support, express feelings through appropriate gestures, actions and language (e.g., smile and say, "This story makes me happy.").
		Social-Emotional Development/Identifying Emotions/Level 1: Identifies basic emotions (happy, sad, angry/mad, and scared)
		Social-Emotional Development/Identifying Emotions/Level 2: Demonstrates causes of basic emotions
		Social-Emotional Development/Identifying Emotions/Level 3: Identifies more complex emotions (calm, surprised, embarrassed, and disappointed)
		Social-Emotional Development/Identifying Emotions/Level 4: Demonstrates causes of more complex emotions
		Social-Emotional Development/Identifying Emotions/Level 5: Identifies a variety of facial expressions as they relate to basic emotions
		Social-Emotional Development/Responding to Emotions/Level 1: Engages in breathing exercises to learn to calm self
		Social-Emotional Development/Responding to Emotions/Level 2: Identifies appropriate ways to respond to basic negative emotions (scared, mad, sad)
		Social-Emotional Development/Responding to Emotions/Level 3: Identifies appropriate ways to manage basic negative emotions (scared, mad, sad)
		Social-Emotional Development/Responding to Emotions/Level 4: Identifies appropriate ways to respond to basic positive emotions (happy)
		Social-Emotional Development/Responding to Emotions/Level 5: Identifies appropriate ways to respond to more complex negative emotions (embarrassed, disappointed, surprised)
		Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 6: Demonstrates an understanding of how personal feelings can influence individual actions
		Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 7: Describes how personal choices lead to actions and/or consequences
		Social-Emotional Development/Social Problem Solving/Level 4: Identifies appropriate solutions for social problems involving basic emotions
		Social-Emotional Development/Social Problem Solving/Level 5: Identifies strategies for addressing their own emotions in social problems

THEME		SCIENCE Standards (FOUR-YEAR-OLD CHILDREN)
SUBJECT		PHYSICAL SCIENCE
STANDARD		Develop awareness of observable properties of objects and materials.
OBJECTIVE	1	The child will manipulate and explore items in the environment with a wide variety of investigative tools.
		Science & Technology/Earth Science/Level 5: Demonstrates understanding of the importance of caring for the environment
		Science & Technology/Simple Tools & Technology/Level 1: Identifies simple tools
		Science & Technology/Simple Tools & Technology/Level 2: Demonstrates understanding of the uses of simple tools in everyday life
		Science & Technology/Simple Tools & Technology/Level 3: Identifies simple science tools
		Science & Technology/Simple Tools & Technology/Level 4: Explores simple science tools and their uses
		Science & Technology/Simple Tools & Technology/Level 5: Demonstrates understanding of the uses of simple science tools
		Science & Technology/Simple Tools & Technology/Level 6: Identifies awareness that tools can used effectively or ineffectively
OBJECTIVE	2	With prompting and support, describe and compare the properties of different materials and classify these materials by their observable characteristics and by their physical properties (weight, volume, temperature, texture, solid or liquid and sink or float).
		Science & Technology/Physical Science/Level 1: Identifies the properties of natural and/or humanmade material
		Science & Technology/Physical Science/Level 2: Identifies 4 of 5 senses and demonstrates understanding of the texture of materials
		Science & Technology/Physical Science/Level 3: Identifies 5 senses and demonstrates understanding of what our senses do
		Science & Technology/Physical Science/Level 4: Sorts, groups, or classifies objects based on one or more properties
		Science & Technology/Physical Science/Level 6: Classify objects based on the way they move
		Science & Technology/Physical Science/Level 7: Classify objects based on the type of energy they produce (light, heat, and sound)
STANDARD		Develop awareness of observable properties of objects and materials.
OBJECTIVE	3	With prompting and support, explore how solid objects can be constructed from a smaller set.
OBJECTIVE	a.	With teacher guidance, use basic shapes and spatial reasoning to model large objects in the environment using a set of small objects (e.g., blocks)
		Mathematics/2-D Shapes/Level 3: Names a circle, square, and triangle when shown a prototypical shape
		Mathematics/Geometry/3D Shapes/Level 5: Distinguishes between 2D and 3D shapes
OBJECTIVE	c.	With teacher guidance, explore why things may not work the same if some of the parts are missing.
		Mathematics/Comparing Quantities/Level 1: Places objects into a set structure that forces one-to-one correspondence
		Mathematics/Set Counting/Level 4: Produces sets of up to 5 objects
		Mathematics/Set Counting/Level 5: Produces sets of up to 10 objects
		Mathematics/Subitizing/Level 2: Make a small collection to match the same number as another collection that was shown quickly (no more than 4)
STANDARD		Develop awareness of observable properties of objects and materials.
OBJECTIVE	4	With guidance and support, conduct an experiment to explore what happens to objects in relation to other forces (e.g., throwing rocks, bouncing ball).
		Science & Technology/Physical Science/Level 8: Predicts different effects of various amounts of force applied to stationary objects.
SUBJECT		LIFE SCIENCE
STANDARD		Acquire scientific knowledge related to life science.
OBJECTIVE	1	With prompting and support, name and identify the five senses and the corresponding body parts for each.
		Science & Technology/Physical Science/Level 2: Identifies 4 of 5 senses and demonstrates understanding of the texture of materials

		Science & Technology/Physical Science/Level 3: Identifies 5 senses and demonstrates understanding of what our senses do
		Science & Technology/Physical Science/Level 4: Sorts, groups, or classifies objects based on one or more properties
STANDARD		Acquire scientific knowledge related to life science.
OBJECTIVE	2	With prompting and support, explore how living things change in form as they go through the general stages of a life cycle.
OBJECTIVE	a.	Use informational text or other media to make observations and predictions about plants as they change during the life cycle and use models to communicate ideas.
		Science & Technology/Life Science/Level 1: Identifies at least one living thing
		Science & Technology/Life Science/Level 2: Identifies at least 3 living things
		Science & Technology/Life Science/Level 3: Identifies the basic needs of living things (air, water, food, shelter)
		Science & Technology/Life Science/Level 4: Identifies how living things change over time
		Science & Technology/Life Science/Level 5: Identifies living things and their basic needs, and how they grow and change over time
		Science & Technology/Life Science/Level 6: Classifies plants based on observable characteristics
		Science & Technology/Life Science/Level 7: Identifies basic parts of plants
OBJECTIVE	c.	With teacher guidance, conduct a structured investigation to observe and measure the changes in various individuals of a single plant species from seed germination to adult plant. Record observations using drawings.
		Science & Technology/Life Science/Level 1: Identifies at least one living thing
		Science & Technology/Life Science/Level 2: Identifies at least 3 living things
		Science & Technology/Life Science/Level 3: Identifies the basic needs of living things (air, water, food, shelter)
		Science & Technology/Life Science/Level 4: Identifies how living things change over time
		Science & Technology/Life Science/Level 5: Identifies living things and their basic needs, and how they grow and change over time
		Science & Technology/Life Science/Level 6: Classifies plants based on observable characteristics
		Science & Technology/Life Science/Level 7: Identifies basic parts of plants
STANDARD		Acquire scientific knowledge related to life science.
OBJECTIVE	3	With prompting and support, explore what animals and plants need to live and grow.
OBJECTIVE	a.	With teacher guidance, conduct a structured investigation to determine what plants need to live and grow.
		Science & Technology/Life Science/Level 1: Identifies at least one living thing
		Science & Technology/Life Science/Level 2: Identifies at least 3 living things
		Science & Technology/Life Science/Level 3: Identifies the basic needs of living things (air, water, food, shelter)
		Science & Technology/Life Science/Level 4: Identifies how living things change over time
		Science & Technology/Life Science/Level 5: Identifies living things and their basic needs, and how they grow and change over time
		Science & Technology/Life Science/Level 6: Classifies plants based on observable characteristics
		Science & Technology/Life Science/Level 7: Identifies basic parts of plants
STANDARD		Acquire scientific knowledge related to life science.
OBJECTIVE	4	With guidance and support, explore characteristics of living and non-living things.
OBJECTIVE	a.	With teacher guidance, conduct an investigation of living organisms and non-living objects in various real-world environments to identify the characteristics of living and non-living things.
		Science & Technology/Life Science/Level 1: Identifies at least one living thing
		Science & Technology/Life Science/Level 2: Identifies at least 3 living things

		Science & Technology/Life Science/Level 3: Identifies the basic needs of living things (air, water, food, shelter)
		Science & Technology/Life Science/Level 4: Identifies how living things change over time
		Science & Technology/Life Science/Level 5: Identifies living things and their basic needs, and how they grow and change over time
OBJECTIVE	c.	With teacher guidance, use appropriate technology tools to explore the observable characteristics of plants, animals and people.
		Science & Technology/Simple Tools & Technology/Level 1: Identifies simple tools
		Science & Technology/Simple Tools & Technology/Level 2: Demonstrates understanding of the uses of simple tools in everyday life
		Science & Technology/Simple Tools & Technology/Level 3: Identifies simple science tools
		Science & Technology/Simple Tools & Technology/Level 4: Explores simple science tools and their uses
		Science & Technology/Simple Tools & Technology/Level 5: Demonstrates understanding of the uses of simple science tools
		Science & Technology/Simple Tools & Technology/Level 6: Identifies awareness that tools can used effectively or ineffectively
SUBJECT		EARTH AND SPACE SCIENCE
STANDARD		Apply scientific knowledge related to earth science and space.
OBJECTIVE	1	With prompting and support, describe daily weather changes and seasonal patterns using related vocabulary (e.g., fall, summer, spring, winter, hot, cold, warm, sunny, cloudy).
OBJECTIVE	a.	With teacher guidance, collect and display daily data about weather and seasonal activity.
		Science & Technology/Earth Science/Level 2: Identifies changes and properties in the Earth's environment
		Science & Technology/Earth Science/Level 3: Analyzes patterns in weather and the effects of weather on the Earth's environment
		Science & Technology/Earth Science/Level 4: Evaluates changes to the Earth's environment
STANDARD		Apply scientific knowledge related to earth science and space.
OBJECTIVE	2	With prompting and support, identify characteristics of the clouds, sun, moon and stars.
OBJECTIVE	a.	With teacher guidance, create a simple model of common elements of day and night.
		Science & Technology/Earth Science/Level 2: Identifies changes and properties in the Earth's environment
		Science & Technology/Earth Science/Level 4: Evaluates changes to the Earth's environment
OBJECTIVE	b.	With teacher guidance, construct a device which would protect from sun and/or rain.
		Science & Technology/Earth Science/Level 2: Identifies changes and properties in the Earth's environment
		Science & Technology/Earth Science/Level 4: Evaluates changes to the Earth's environment
STANDARD		Apply scientific knowledge related to earth science and space.
OBJECTIVE	3	With prompting and support, collect, sort, identify and describe natural objects in the world (e.g., rocks, soil, leaves).
OBJECTIVE	a.	Participate in a teacher led activity to identify and reuse materials.
		Science & Technology/Earth Science/Earth Science/Level 8: Describes solutions that will reduce the impact that humans have on land, water, air, and/or other living things in the environment
		Science & Technology/Earth Science/Level 5: Demonstrates understanding of the importance of caring for the environment
OBJECTIVE	b.	With teacher-guidance, create a product from reused or natural materials that will meet a human need (e.g. pencil holder or musical instrument).
		Science & Technology/Earth Science/Earth Science/Level 8: Describes solutions that will reduce the impact that humans have on land, water, air, and/or other living things in the environment
		Science & Technology/Earth Science/Level 5: Demonstrates understanding of the importance of caring for the environment
SUBJECT		TECHNOLOGY
STANDARD		Identify and explore a variety of technology tools.

OBJECTIVE	2	Use technology tools to gather and/or communicate information.
		Science & Technology/Simple Tools & Technology/Level 1: Identifies simple tools
		Science & Technology/Simple Tools & Technology/Level 2: Demonstrates understanding of the uses of simple tools in everyday life
		Science & Technology/Simple Tools & Technology/Level 3: Identifies simple science tools
		Science & Technology/Simple Tools & Technology/Level 4: Explores simple science tools and their uses
		Science & Technology/Simple Tools & Technology/Level 5: Demonstrates understanding of the uses of simple science tools
		Science & Technology/Simple Tools & Technology/Level 6: Identifies awareness that tools can used effectively or ineffectively
		Science & Technology/Simple Tools & Technology/Level 7: Explores technology used for learning, adapting and investigating
		Science & Technology/Simple Tools & Technology/Level 8: Explores technology used to solve problems, design solutions, or create something new
OBJECTIVE	3	With prompting and support, invent and construct simple objects or structures using technology tools.
		Science & Technology/Simple Tools & Technology/Level 1: Identifies simple tools
		Science & Technology/Simple Tools & Technology/Level 2: Demonstrates understanding of the uses of simple tools in everyday life
		Science & Technology/Simple Tools & Technology/Level 3: Identifies simple science tools
		Science & Technology/Simple Tools & Technology/Level 4: Explores simple science tools and their uses
		Science & Technology/Simple Tools & Technology/Level 5: Demonstrates understanding of the uses of simple science tools
		Science & Technology/Simple Tools & Technology/Level 6: Identifies awareness that tools can used effectively or ineffectively
		Science & Technology/Simple Tools & Technology/Level 7: Explores technology used for learning, adapting and investigating
		Science & Technology/Simple Tools & Technology/Level 8: Explores technology used to solve problems, design solutions, or create something new
THEME		PHYSICAL DEVELOPMENT Standards (FOUR-YEAR-OLD CHILDREN)
SUBJECT		GROSS MOTOR SKILLS
STANDARD		Demonstrate competency in gross motor skills and movement patterns needed to perform a variety of physical activities.
OBJECTIVE	4	Use various types of equipment (e.g., playground equipment, tricycles, slides).
		Physical Development/Health & Safety/Level 1: Demonstrates understanding of personal safety practices and routines
		Physical Development/Health & Safety/Level 2: Identifies ways to play safely
		Physical Development/Health & Safety/Level 5: Identifies, avoids, and alerts others to danger
SUBJECT		FINE MOTOR SKILLS
STANDARD		Demonstrate competency in fine motor skills needed to perform a variety of physical activities.
OBJECTIVE	4	With prompting and support, use fine muscle and eye-hand coordination for such purposes as using utensils, self-care, building and exploring (e.g., place small objects in bottle).
		Physical Development/Fine Motor/Level 6: Uses one finger to make small movements
		Physical Development/Fine Motor/Level 7: Uses fingers to manipulate small objects
		Physical Development/Fine Motor/Level 8: Uses fingers to manipulate, reposition or resize small objects in that hand
		Physical Development/Health & Safety/Level 4: Applies knowledge and skills related to health promotion, disease prevention, and health maintenance
		Physical Development/Self-Care/Level 1: Identifies self-care routines and scenarios
		Physical Development/Self-Care/Level 2: Identifies basic processes for self-care (hand washing, feeding, and toileting)
		Physical Development/Self-Care/Level 3: Identifies objects needed for basic self-care activities

		Physical Development/Self-Care/Level 4: Identifies steps of a morning routine
		Physical Development/Self-Care/Level 5: Demonstrates understanding of daily routine and self-care processes
STANDARD		Demonstrate understanding of emerging (developing) fine motor skills as they apply to the learning and performance of physical activities.
OBJECTIVE	5	Demonstrate fine muscle coordination using manipulative materials that vary in size, shape and skill requirement (e.g., press individual computer keys on a keyboard, use clay to form shapes or objects).
		Physical Development/Fine Motor/Level 6: Uses one finger to make small movements
		Physical Development/Fine Motor/Level 7: Uses fingers to manipulate small objects
		Physical Development/Fine Motor/Level 8: Uses fingers to manipulate, reposition or resize small objects in that hand
OBJECTIVE	6	Demonstrate emerging (developing) coordination of fine muscles to perform simple motor tasks (e.g., tear, cut, fold and crease paper).
		Literacy/Writing Development/Level 2: Draws pictures to convey meaning
		Physical Development/Fine Motor/Level 6: Uses one finger to make small movements
		Physical Development/Fine Motor/Level 7: Uses fingers to manipulate small objects
		Physical Development/Fine Motor/Level 8: Uses fingers to manipulate, reposition or resize small objects in that hand
STANDARD		Participate in fine motor activity for self-expression and/or social interaction.
OBJECTIVE	7	With prompting and support, use fine motor skills for self-expression (e.g., coloring, painting, building, dressing-up in dramatic play).
		Literacy/Writing Development/Level 2: Draws pictures to convey meaning
		Physical Development/Fine Motor/Level 6: Uses one finger to make small movements
		Physical Development/Fine Motor/Level 7: Uses fingers to manipulate small objects
		Physical Development/Fine Motor/Level 8: Uses fingers to manipulate, reposition or resize small objects in that hand
OBJECTIVE	8	With prompting and support, participate in group activities involving fine motor experiences (e.g., playing together with blocks, finger plays and dramatic play).
		Physical Development/Fine Motor/Level 6: Uses one finger to make small movements
		Physical Development/Fine Motor/Level 7: Uses fingers to manipulate small objects
		Physical Development/Fine Motor/Level 8: Uses fingers to manipulate, reposition or resize small objects in that hand
STANDARD		Demonstrate emerging (developing) competency in self-help skills needed to perform a variety of physical activities.
OBJECTIVE	9	With prompting and support, participate in self-care (e.g., dressing, brushing teeth, washing hands, feeding self and manipulating fasteners).
		Physical Development/Health & Safety/Level 4: Applies knowledge and skills related to health promotion, disease prevention, and health maintenance
		Physical Development/Self-Care/Level 1: Identifies self-care routines and scenarios
		Physical Development/Self-Care/Level 2: Identifies basic processes for self-care (hand washing, feeding, and toileting)
		Physical Development/Self-Care/Level 3: Identifies objects needed for basic self-care activities
		Physical Development/Self-Care/Level 4: Identifies steps of a morning routine
		Physical Development/Self-Care/Level 5: Demonstrates understanding of daily routine and self-care processes
SUBJECT		SELF-CARE, HEALTH AND SAFETY SKILLS
STANDARD		Demonstrate an awareness and practice of safety rules.
OBJECTIVE	1	With prompting and support, identify safety rules (e.g., classroom, home, community).
		Physical Development/Self-Care/Level 1: Identifies self-care routines and scenarios

		Physical Development/Self-Care/Level 2: Identifies basic processes for self-care (hand washing, feeding, and toileting)
		Physical Development/Self-Care/Level 3: Identifies objects needed for basic self-care activities
		Physical Development/Self-Care/Level 4: Identifies steps of a morning routine
		Physical Development/Self-Care/Level 5: Demonstrates understanding of daily routine and self-care processes
OBJECTIVE	2	With prompting and support, practice safety procedures by responding appropriately to harmful or unsafe situations.
		Physical Development/Health & Safety/Level 1: Demonstrates understanding of personal safety practices and routines
		Physical Development/Health & Safety/Level 2: Identifies ways to play safely
		Physical Development/Health & Safety/Level 3: Identifies behaviors that promote health and safety
		Physical Development/Health & Safety/Level 5: Identifies, avoids, and alerts others to danger
OBJECTIVE	3	With prompting and support, demonstrate appropriate behavior to respect self and others in physical activity by following simple directions and safety procedures.
		Physical Development/Health & Safety/Level 1: Demonstrates understanding of personal safety practices and routines
		Physical Development/Health & Safety/Level 2: Identifies ways to play safely
		Physical Development/Health & Safety/Level 3: Identifies behaviors that promote health and safety
		Physical Development/Health & Safety/Level 5: Identifies, avoids, and alerts others to danger
STANDARD		Demonstrate an emerging (developing) use of standard health practices.
OBJECTIVE	4	With prompting and support, practice common health routines (e.g., resting, eating healthy meals, exercising and using appropriate personal hygiene).
		Physical Development/Health & Safety/Level 3: Identifies behaviors that promote health and safety
		Physical Development/Health & Safety/Level 4: Applies knowledge and skills related to health promotion, disease prevention, and health maintenance
		Physical Development/Nutrition/Level 1: Identifies a variety of nutritious foods
		Physical Development/Nutrition/Level 2: Identifies healthy versus unhealthy foods
		Physical Development/Nutrition/Level 3: Creates a healthy breakfast menu
		Physical Development/Nutrition/Level 4: Creates healthy lunch and dinner menu
		Physical Development/Nutrition/Level 5: Creates a shopping list with healthy foods
		Physical Development/Nutrition/Level 8: Builds a balanced plate
		Physical Development/Self-Care/Level 1: Identifies self-care routines and scenarios
		Physical Development/Self-Care/Level 2: Identifies basic processes for self-care (hand washing, feeding, and toileting)
		Physical Development/Self-Care/Level 3: Identifies objects needed for basic self-care activities
		Physical Development/Self-Care/Level 4: Identifies steps of a morning routine
		Physical Development/Self-Care/Level 5: Demonstrates understanding of daily routine and self-care processes
OBJECTIVE	5	With prompting and support, participate in a variety of physical activities.
		Physical Development/Health & Safety/Level 1: Demonstrates understanding of personal safety practices and routines
		Physical Development/Health & Safety/Level 2: Identifies ways to play safely
		Physical Development/Health & Safety/Level 5: Identifies, avoids, and alerts others to danger
OBJECTIVE	6	With prompting and support, identify nutritious foods.
		Physical Development/Health & Safety/Level 3: Identifies behaviors that promote health and safety

		Physical Development/Health & Safety/Level 4: Applies knowledge and skills related to health promotion, disease prevention, and health maintenance
		Physical Development/Nutrition/Level 1: Identifies a variety of nutritious foods
		Physical Development/Nutrition/Level 2: Identifies healthy versus unhealthy foods
		Physical Development/Nutrition/Level 3: Creates a healthy breakfast menu
		Physical Development/Nutrition/Level 4: Creates healthy lunch and dinner menu
		Physical Development/Nutrition/Level 5: Creates a shopping list with healthy foods
		Physical Development/Nutrition/Level 8: Builds a balanced plate
THEME		SOCIAL STUDIES Standards (FOUR-YEAR-OLD CHILDREN)
SUBJECT		FAMILY AND COMMUNITY
STANDARD		Understand self in relation to the family and the community.
OBJECTIVE	2	With prompting and support, identify similarities and differences in people.
		Social Studies/Self-Identity/Level 3: Draws a picture that resembles his/her family
OBJECTIVE	3	With prompting and support, describe some family traditions.
		Social Studies/Self-Identity/Level 6: Draws a picture resembling his/her family, including interests or traditions of the family
OBJECTIVE	4	Identify some similarities and differences in family structure, culture, ability, language, age and gender.
		Social Studies/Global Connections/Global Connections/Level 8: Describes the connections between people and places around the globe
		Social Studies/Self-Identity/Level 3: Draws a picture that resembles his/her family
STANDARD		Understand the concept of individual rights and responsibilities.
OBJECTIVE	6	With prompting and support, explain some rules in the home and in the classroom.
OBJECTIVE	a.	Identify some rules for different settings.
		Physical Development/Self-Care/Level 1: Identifies self-care routines and scenarios
		Physical Development/Self-Care/Level 2: Identifies basic processes for self-care (hand washing, feeding, and toileting)
		Physical Development/Self-Care/Level 3: Identifies objects needed for basic self-care activities
		Physical Development/Self-Care/Level 4: Identifies steps of a morning routine
		Physical Development/Self-Care/Level 5: Demonstrates understanding of daily routine and self-care processes
OBJECTIVE	b.	Identify appropriate choices to promote positive interactions.
		Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 4: Identifies examples of responsible decisions
STANDARD		Understand the concept of individual rights and responsibilities.
OBJECTIVE	7	With prompting and support, identify some community members (e.g., parents, teachers, principals/directors, community helpers).
		Social Studies/Community Awareness/Level 5: Identify community helpers (within a community/neighborhood)
		Social Studies/Community Awareness/Level 6: Explores ways to help community helpers do their work in the community
OBJECTIVE	8	With prompting and support, identify some positive character traits of self and others (e.g., fair, friendly, respectful, responsible).
		Social Studies/Self-Identity/Level 1: Draws a self-portrait
		Social Studies/Self-Identity/Level 4: Identifies various characteristics and interests that appeal to him/herself
		Social Studies/Self-Identity/Level 5: Draws a self-portrait with (at least one) characteristic or interests included

		Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 5: Demonstrates an understanding of the importance of self-management skills
STANDARD		OUR WORLD
OBJECTIVE	5	Demonstrate an understanding of the role that people play in caring for the environment (e.g., recycling, keeping the environment clean, conserving water).
		Science & Technology/Earth Science/Earth Science/Level 8: Describes solutions that will reduce the impact that humans have on land, water, air, and/or other living things in the environment
		Science & Technology/Earth Science/Level 5: Demonstrates understanding of the importance of caring for the environment
		Social Studies/Civics & Citizenship/Civics & Citizenship/Level 8: Identifies actions that could improve life in their school, community, and beyond