

# Diocese of Venice Standards for Early Childhood Education

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*Preschool 2, Preschool 3, Preschool 4 (VPK)*



# *Basic Principles Underlying All Standards to be Used for the Planning of Curriculum for the Diocese of Venice*

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Basic principles which inform all Catholic education in the Schools of the Diocese of Venice are:

- All knowledge, in some way, reflects God’s Truth, Beauty and Goodness.
- Curriculum and instruction enable deeper incorporation of the children into the Church, the formation of community within the school; and respect for the uniqueness and dignity of each person as created in the image of God.
- Education fosters growth in Christian virtue and contributes to development and formation of the whole person in light of his/her ultimate end and the good of the society of which he/she is a member.
- Each subject is to be examined in the context of the Catholic faith and is to be illuminated by Gospel values.
- Learning and formation occur in the Catholic school without separation as does the development of each student on both the natural and supernatural levels.
- Curriculum and instruction seeks to promote a synthesis of faith, life and culture and to form students as disciples of Jesus.



# Gifts of CHRIST<sup>©</sup> at the Diocese of Venice Catholic Schools

The *Gifts of C.H.R.I.S.T.*<sup>©</sup> are dispositions made up of 4 Catholic virtues (humility, prudence, fortitude, and affability) and the three transcendentals (truth, beauty, and goodness) of the Catholic faith. CHRIST in the *Gifts of C.H.R.I.S.T.*<sup>©</sup> stands for Catholic **H**abits and **R**esponses **i**n **S**chool and on **T**eams. Through curricular and extracurricular learning experiences at a Diocese of Venice Catholic school, PK-12<sup>th</sup> grade students will learn about the 7 *Gifts of C.H.R.I.S.T.*<sup>©</sup> and how to consciously think, behave, and respond to challenging situations using the moral and ethical values and virtues of the Catholic faith.

<b>GOC.T</b>	<b>Truth</b>		
	GOC.T.1	I will seek to understand the truth in all situations.	
	GOC.T.2	I will be truthful in the way I act, and respond, and accept truth around me.	
<b>GOC.B</b>	<b>Beauty</b>		
	GOC.B.1	I will seek beauty in all things and in all situations.	
	GOC.B.2	I will find the beauty of God's creation and wonders around me.	
<b>GOC.G</b>	<b>Goodness</b>		
	GOC.G.1	I will exhibit goodness as God's example during my daily life.	
	GOC.G.2	I will seek goodness in learning situations and remember to see God's likeness and goodness even in my opponents.	
<b>GOC.A</b>	<b>Affability</b>		
	GOC.A.1	I can be kind and treat others the way I would want to be treated.	
	GOC.A.2	I can treat others with respect, and I can be approachable and friendly.	
<b>GOC.H</b>	<b>Humility</b>		
	GOC.H.1	I embrace the wisdom and knowledge that my mentors and teachers have to offer, and I understand that I can learn from their knowledge and experiences.	
	GOC.H.2	I am humbled with the knowledge and talents I have, and I understand that I can always learn more.	
<b>GOC.P</b>	<b>Prudence</b>		
	GOC.P.1	I embrace learning from others, and I understand the importance of sharing my knowledge and talents by teaching others as well.	
	GOC.P.2	I can be prudent in making ethical decisions by using my Catholic faith and values as a moral compass.	
<b>COG.F</b>	<b>Fortitude</b>		
	COG.F.1	I can do all things through Christ who strengthens me.	
	COG.F.2	I will seek courage in difficult situations in pursuit of what is true, beautiful, and good.	

## 2-3 Year-Old-Children

### I.2-3.A: Standard 1 Physical Development: 2-3 Years: Health and Wellbeing

	I.2-3.A.a1: Active Physical Play: Engages in physical activities with increasing balance, coordination, endurance and intensity
I.2-3.A.a1.a	Engages in active physical play for short periods of time
	I.2-3.A.b1: Safety: Shows awareness of safety and increasingly demonstrates knowledge of safe choices and risk assessment when participating in daily activities
I.2-3.A.b1.a	Demonstrates difference between safe and unsafe play behaviors (e.g., chairs are for sitting, keeps inappropriate items out of nose/mouth)
	I.2-3.A.c1: Personal Care Routines: Responds to and initiates care routines that support personal hygiene
I.2-3.A.c1.a	Carries out some steps of own personal hygiene routines with specific adult guidance or demonstration
	I.2-3.A.d1: Feeding and Nutrition: Responds to feeding or feeds self with increasing efficiency and demonstrates increasing interest in eating habits and making food choices
I.2-3.A.d1.a	Feeds self a wide variety of foods using developmentally appropriate basic utensils
I.2-3.A.d1.b	Expresses preferences about foods, specifically likes or dislikes
I.2-3.A.d1.c	Communicates to adults when hungry, thirsty or has had enough to eat

### I.2-3.B: Standard 1 Physical Development: 2-3 Years: Motor Development

	I.2-3.B.a1: Gross Motor Development: Demonstrates use of large muscles for movement, position, strength and coordination
I.2-3.B.a1.a	Gains control of a variety of postures and movements including stooping, going from sitting to standing, running and jumping
	I.2-3.B.a2: Gross Motor Development: Demonstrates use of large muscles to move in the environment
I.2-3.B.a2.a	Uses a variety of increasingly complex movements, body positions and postures to participate in active and quiet, indoor and outdoor play
	I.2-3.B.b1: Gross Motor Perception (Sensorimotor): Uses perceptual information to guide motions and interactions with objects and other people
I.2-3.B.b1.a	Develops independence through coordinated and purposeful movements and activities
I.2-3.B.b1.b	Demonstrates awareness of own body in space
I.2-3.B.b1.c	Coordinates perceptual information and motor actions to participate in play and activities (e.g., singing songs with hand motions or rolling/catching ball)

	I.2-3.B.c1: Fine Motor Development: Demonstrates increasing precision, strength, coordination and efficiency when using hand muscles for play and functional tasks
I.2-3.B.c1.a	Coordinates the use of hands and fingers
II.2-3.A: Standard 2 Approaches to Learning: 2-3 Years: Eagerness and Curiosity	
	II.2-3.A.1: Shows increased eagerness and curiosity as a learner
II.2-3.A.1.a	Shows increased eagerness and curiosity as a learner
	II.2-3.B.1: Spends more time engaging in child-initiated activities and seeks and accepts help when encountering a problem
II.2-3.B.1.a	Spends more time engaging in child-initiated activities and seeks and accepts help when encountering a problem
	II.2-3.C.1: Explores the environment with purpose and flexibility
II.2-3.C.1.a	Explores the environment with purpose and flexibility
	II.2-3.D.1: Not yet typically observed
II.2-3.D.1.a	Not yet typically observed
III.2-3.A: Standard 3 Social and Emotional Development: 2-3 Years: Emotional Functioning	
	III.2-3.A.1: Expresses, identifies and responds to a range of emotions
III.2-3.A.1.a	Labels simple emotions in self and others (e.g., happy, sad)
	III.2-3.A.2: Demonstrates appropriate affect (emotional response) between behavior and facial expression
III.2-3.A.2.a	Continues to expand the use of emotion words using them in appropriate settings
III.2-3.B: Standard 3 Social and Emotional Development: 2-3 Years: Managing Emotions	
	III.2-3.B.1: Demonstrates ability to self-regulate
III.2-3.B.1.a	Takes cues from preferred adult and others to expand their strategies and tools to self-regulate
	III.2-3.B.2: Attends to sights, sounds, objects, people and activities
III.2-3.B.2.a	Spends more time in child-initiated activities
III.2-3.C: Standard 3 Social and Emotional Development: 2-3 Years: Building and Maintaining Relationships with Adults and Peers	
	III.2-3.C.1: Develops positive relationships with adults
III.2-3.C.1.a	Enjoys sharing new experiences with familiar adults
	III.2-3.C.2: Develops positive relationships with peers
III.2-3.C.2.a	Seeks out other children and plays alongside and on occasion with other children

	III.2-3.C.3: Develops increasing ability to engage in social problem solving
III.2-3.C.3.a	Identifies the problem and requests adult support to address the problem for their desired solution
	III.2-3.C.4: Exhibits empathy by demonstrating care and concern for others
III.2-3.C.4.a	Recognizes that others have feelings different than their own and often responds with comforting actions
III.2-3.D: Standard 3 Social and Emotional Development: 2-3 Years: Sense of Identity and Belonging	
	III.2-3.D.1: Develops sense of identity and belonging through play
III.2-3.D.1.a	Continues to engage in parallel play but also begins to play with other preferred playmates
	III.2-3.D.2: Develops sense of identity and belonging through exploration and persistence
III.2-3.D.2.a	Continues sustained independent play while participating in more complex activities
	III.2-3.D.3: Develops sense of identity and belonging through routines, rituals and interactions
III.2-3.D.3.a	Initiates and participates in the rituals and routines of the day
	III.2-3.D.4: Develops sense of self-awareness and independence
III.2-3.D.4.a	Verbally or nonverbally communicates more clearly on needs and wants
III.2-3.D.4.b	Communicates verbally or nonverbally own preferences
III.2-3.D.4.c	Identifies differences and similarities between self and others; uses pronouns such as I, me, mine
IV.2-3.A: Standard 4 Language and Literacy: 2-3 Years: Listening and Understanding	
	IV.2-3.A.1: Demonstrates understanding when listening
IV.2-3.A.1.a	Engages in multiple back-and-forth communicative interactions with adults and peers during creative play and in purposeful and novel situations
IV.2-3.A.1.b	Listens to and attends to spoken language and read-aloud texts and responds in ways that signal understanding using simple verbal responses and nonverbal gestures
	IV.2-3.A.2: Increases knowledge through listening
IV.2-3.A.2.a	Responds to an adult's simple questions about what is being learned
IV.2-3.A.2.b	Participates in simple conversations
IV.2-3.A.2.c	Identifies specific sounds, such as animal sounds and environmental sounds
	IV.2-3.A.3: Follows directions
IV.2-3.A.3.a	Follows multi-step directions with reminders

IV.2-3.B: Standard 4 Language and Literacy: 2-3 Years: Speaking	
	IV.2-3.B.1: Speaks and is understood when speaking
IV.2-3.B.1.a	Speaks and is understood by familiar peer or adult most of the time
IV.2-3.C: Standard 4 Language and Literacy: 2-3 Years: Vocabulary	
	IV.2-3.C.1: Shows an understanding of words and their meanings (receptive)
IV.2-3.C.1.a	Responds appropriately to almost all adult speech including requests involving multiple steps
IV.2-3.C.1.b	Demonstrates understanding of words across varied topics, including words or lines from books, songs and stories, as well as body parts (typically understands between 500-900 words)
	IV.2-3.C.2: Uses increased vocabulary to describe objects, actions and events (expressive)
IV.2-3.C.2.a	Increases vocabulary rapidly, including descriptive words, pronouns and/or plurals (e.g., big, happy, you, me, shoes) (typically has a speaking vocabulary of approximately 500 words)
IV.2-3.C.2.b	Combines words into three-word sentences to describe the world around them although unfamiliar adults may have difficulty understanding the child
IV.2-3.D: Standard 4 Language and Literacy: 2-3 Years: Sentences and Structure	
	IV.2-3.D.1: Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences
IV.2-3.D.1.a	Produces utterances of three to four units of meaning in length
IV.2-3.D.1.b	Produces words and phrases using the present progressive “ing” suffix (e.g., “going,” “playing”), the possessive “s” (e.g., “Ben’s book”) and pronouns (e.g., “She is jumping.”)
	IV.2-3.D.2: Connects words, phrases and sentences to build ideas
IV.2-3.D.2.a	Produces sentences or phrases of two to three words, including subject/verb/object (e.g., “Juan fell down.” “I did it.”)
IV.2-3.D.2.b	Asks basic questions (e.g., “Mommy gone?”)
IV.2-3.E: Standard 4 Language and Literacy: 2-3 Years: Conversation	
	IV.2-3.E.1: Uses verbal and nonverbal communication and language to express needs and feelings, share experiences and resolve problems
IV.2-3.E.1.a	Engages in conversations using words, signs, two- or three-word phrases, or simple sentences to initiate, continue or extend conversations with others
	IV.2-3.E.2: Asks questions, and responds to adults and peers in a variety of settings
IV.2-3.E.2.a	Asks and responds to simple questions (e.g., “Who?” “What?” “Where?” “Why?”) using gestures and two- or three-word phrases in back-and-forth exchanges
	IV.2-3.E.3: Demonstrates understanding of the social conventions of communication and language use

	IV.2-3.E.3.a	Begins to demonstrate awareness of nonverbal conversational rules
	IV.2-3.E.3.b	Begins to demonstrate knowledge of verbal conversational rules (e.g., responding to adult speech with two- or three-word phrases)
IV.2-3.F: Standard 4 Language and Literacy: 2-3 Years: Emergent Reading		
	IV.2-3.F.1: Shows motivation for and appreciation of reading	
	IV.2-3.F.1.a	Shows increased interest in print and books
	IV.2-3.F.1.b	Demonstrates that pictures represent real objects, events and ideas (stories)
	IV.2-3.F.1.c	Pretends to read print or books
	IV.2-3.F.2: Shows age-appropriate phonological awareness	
	IV.2-3.F.2.a	Begins to demonstrate appreciation for sounds and patterns in language (e.g., wordplay, listening to nursery rhymes, singing songs with repetitive phrases and sounds)
	IV.2-3.F.3: Shows alphabetic and print knowledge	
	IV.2-3.F.3.a	Begins to recognize that print and other symbols convey meaning (e.g., common signs, lists, nametags, labels)
	IV.2-3.F.4: Demonstrates comprehension of books read aloud	
	IV.2-3.F.4.a	Demonstrates comprehension of meaning of text via pointing to pictures, responding to conversations
IV.2-3.G: Standard 4 Language and Literacy: 2-3 Years: Emergent Writing		
	IV.2-3.G.1: Begins to show motivation to engage in written expression and appropriate knowledge of forms and functions of written composition	
	IV.2-3.G.1.a	Begins to use scribbles, marks and drawings to represent thoughts and ideas
V.2-3.A: Standard 5: Mathematics: 2-3 Years: Number Sense		
	V.2-3.A.1: Subitizes (immediately recognizes without counting) up to two objects	
	V.2-3.A.1.a	Subitizes (immediately recognizes without counting) up to two objects
	V.2-3.A.2: Begins to count groups of one to five objects in daily routine	
	V.2-3.A.2.a	Begins to count groups of one to five objects in daily routine
V.2-3.B: Standard 5: Mathematics: 2-3 Years: Number and Operations		
	V.2-3.B.1: Changes size of a set of objects (up to three) by adding and subtracting with adult assistance	
	V.2-3.B.1.a	Changes size of a set of objects (up to three) by adding and subtracting with adult assistance
V.2-3.C: Standard 5: Mathematics: 2-3 Years: Patterns		

	V.2-3.C.1: Recognizes patterns in the environment
V.2-3.C.1.a	Recognizes patterns in the environment
	V.2-3.C.2: Recognizes a simple AB pattern (e.g., clap/snap, clap/snap, clap/snap)
V.2-3.C.2.a	Recognizes a simple AB pattern (e.g., clap/snap, clap/snap, clap/snap)
V.2-3.D: Standard 5: Mathematics: 2-3 Years: Geometry	
	V.2-3.D.1: Matches basic shapes (circle, square) non-verbally
V.2-3.D.1.a	Matches basic shapes (circle, square) non-verbally
V.2-3.E: Standard 5: Mathematics: 2-3 Years: Spatial Relations	
	V.2-3.E.1: Begins to demonstrate an understanding of basic spatial directions through songs, finger plays and games
V.2-3.E.1.a	Begins to demonstrate an understanding of basic spatial directions through songs, finger plays and games
	V.2-3.E.2: Manipulates objects by flipping, sliding and rotating to make them fit
V.2-3.E.2.a	Manipulates objects by flipping, sliding and rotating to make them fit
V.2-3.F: Standard 5: Mathematics: 2-3 Years: Measurement and Data	
	V.2-3.F.1: Uses increasingly complex size words to accurately describe objects
V.2-3.F.1.a	Uses increasingly complex size words to accurately describe objects
	V.2-3.F.2: Compares sets of objects by one attribute (e.g., sort by size)
V.2-3.F.2.a	Compares sets of objects by one attribute (e.g., sort by size)
VI.2-3.A: Standard 6 Scientific Inquiry: 2-3 Years: Scientific Inquiry Through Exploration and Discovery	
	VI.2-3.A.1: Uses senses to explore and understand their social and physical environment
VI.2-3.A.1.a	Identifies sense organs (e.g., nose, mouth, eyes, ears and hands)
VI.2-3.A.1.b	Begins to use senses to observe and experience the environment
VI.2-3.A.1.c	Begins to identify objects and features of the world (e.g., bird call, thunder, wind and fire truck)
	VI.2-3.A.2: Uses tools in scientific inquiry
VI.2-3.A.2.a	Begins to use simple tools to explore and observe (e.g., magnifiers, spoons)
	VI.2-3.A.3: Uses understanding of causal relationships to act on social and physical environments
VI.2-3.A.3.a	Combines simple actions to cause things to happen or change how they interact with objects and people

	VI.2-3.A.3.b	Recognizes and begins to respond to results of own actions
VI.2-3.B: Standard 6 Scientific Inquiry: 2-3 Years: Life Science		
	VI.2-3.B.1: Demonstrates knowledge related to living things and their environments	
	VI.2-3.B.1.a	Explores, interacts with and identifies a growing number and variety of plants and animals
	VI.2-3.B.1.b	Begins to explore how plants and animals grow and change (e.g., baby chicks grow to be chickens and puppies grow to be dogs)
VI.2-3.C: Standard 6 Scientific Inquiry: 2-3 Years: Physical Science		
	VI.2-3.C.1: Demonstrates knowledge related to physical science	
	VI.2-3.C.1.a	Begins to explore a greater variety of motions with objects (e.g., rotate, spin, twist)
	VI.2-3.C.1.b	Uses basic words for speed of motion (e.g., fast and slow)
	VI.2-3.C.1.c	Begins to describe, compare, sort and classify objects based on observable physical characteristics (e.g., color, sound, weight)
	VI.2-3.C.1.d	Begins to use words to describe basic physical properties and states of matter of objects (e.g., wet/dry, hard/soft, warm/cold, firm/squishy)
VI.2-3.D: Standard 6 Scientific Inquiry: 2-3 Years: Earth and Space Science		
	VI.2-3.D.1: Demonstrates knowledge related to the dynamic properties of earth and sky	
	VI.2-3.D.1.a	Begins to explore and investigate the properties of water
	VI.2-3.D.1.b	Begins to explore and investigate the properties of sand, soil and mud
	VI.2-3.D.1.c	Describes the objects in the sky (e.g., clouds, sun, moon and stars)
	VI.2-3.D.1.d	Describes daytime and nighttime through drawing, naming or pretend play
	VI.2-3.D.1.e	Observes and discusses weather
VI.2-3.E: Standard 6 Scientific Inquiry: 2-3 Years: Environment		
	VI.2-3.E.1: Demonstrates awareness of relationship to people, objects and living/non-living things in their environment	
	VI.2-3.E.1.a	Begins to describe familiar people and objects in the environment
	VI.2-3.E.1.b	Begins to participate in activities to protect the environment
VI.2-3.F: Standard 6 Scientific Inquiry: 2-3 Years: Engineering and Technology		
	VI.2-3.F.1: Shows interest and understanding of how simple tools and machines assist with solving problems or creating objects and structures	
	VI.2-3.F.1.a	Uses props to represent simple tools through play

	VI.2-3.F.1.b	Uses simple machines in play (e.g., riding toys, push mower or tricycle)
	VI.2-3.F.1.c	Begins to explore materials and construct simple objects and structures and begins to explore motion and stability (e.g., block building, ramps, pathways, sand, playdough and knocking over a block tower)
VII.2-3.A: Standard 7: Social Studies: 2-3 Years: Culture		
	VII.2-3.A.1: Identifies family practices (traditions, celebrations, songs, food or language)	
	VII.2-3.A.1.a	Identifies family practices (traditions, celebrations, songs, food or language)
VII.2-3.B: Standard 7: Social Studies: 2-3 Years: Individual Development and Identity		
	VII.2-3.B.1: Begins to recognize characteristics of self as an individual	
	VII.2-3.B.1.a	Begins to recognize characteristics of self as an individual
	VII.2-3.B.2: Begins to recognize the ways self is similar to and different from peers and others	
	VII.2-3.B.2.a	Begins to recognize the ways self is similar to and different from peers and others
VII.2-3.C: Standard 7: Social Studies: 2-3 Years: Individuals and Groups		
	VII.2-3.C.1: Recognizes self as separate from others	
	VII.2-3.C.1.a	Recognizes self as separate from others
	VII.2-3.C.2: Responds to the needs of others (e.g., peers and family members)	
	VII.2-3.C.2.a	Responds to the needs of others (e.g., peers and family members)
	VII.2-3.C.3: Begins to follow routines (e.g., family, classroom, school and community)	
	VII.2-3.C.3.a	Begins to follow routines (e.g., family, classroom, school and community)
VII.2-3.D: Standard 7: Social Studies: 2-3 Years: Spaces, Places and Environments		
	VII.2-3.D.1: Begins to identify own personal space	
	VII.2-3.D.1.a	Begins to identify own personal space
	VII.2-3.D.2: Explores own environment	
	VII.2-3.D.2.a	Explores own environment
	VII.2-3.D.3: Recognizes basic physical characteristics (e.g., landmarks or land features)	
	VII.2-3.D.3.a	Recognizes basic physical characteristics (e.g., landmarks or land features)
	VII.2-3.D.4: Uses words to describe objects in a familiar space	
	VII.2-3.D.4.a	Uses words to describe objects in a familiar space

VII.2-3.E: Standard 7: Social Studies: 2-3 Years: Time, Continuity and Change		
	VII.2-3.E.1: Begins to sequence events	
	VII.2-3.E.1.a	Begins to sequence events
	VII.2-3.E.2: Begins to recognize time events and routines	
	VII.2-3.E.2.a	Begins to recognize time events and routines
VII.2-3.F: Standard 7: Social Studies: 2-3 Years: Governance, Civic Ideals and Practices		
	VII.2-3.F.1: Begins to recognize expectations in varying settings	
	VII.2-3.F.1.a	Begins to recognize expectations in varying settings
	VII.2-3.F.2: Demonstrates emerging problem-solving and decision-making skills	
	VII.2-3.F.2.a	Demonstrates emerging problem-solving and decision-making skills
	VII.2-3.F.3: Begins to recognize common symbols in the environment	
	VII.2-3.F.3.a	Begins to recognize common symbols in the environment
VII.2-3.G: Standard 7: Social Studies: 2-3 Years: Economics and Resources		
	VII.2-3.G.1: Initiates more complex interactions to get wants and needs met	
	VII.2-3.G.1.a	Initiates more complex interactions to get wants and needs met
	VII.2-3.G.2: Shows awareness of occupations	
	VII.2-3.G.2.a	Shows awareness of occupations
VII.2-3.H: Standard 7: Social Studies: 2-3 Years: Technology and Our World		
	VII.2-3.H.1: Explores technology tools and interactive media (e.g., writing utensils, electronic toys, DVD and music players)	
	VII.2-3.H.1.a	Explores technology tools and interactive media (e.g., writing utensils, electronic toys, DVD and music players)
VIII.2-3.A: Standard 8: Creative Expression Through the Arts: 2-3 Years: Sensory Art Experience		
	VIII.2-3.A.1: Uses imagination and creativity to express self through open-ended, diverse and process-oriented art experiences with intention	
	VIII.2-3.A.1.a	Uses imagination and creativity to express self through open-ended, diverse and process-oriented art experiences with intention
VIII.2-3.B: Standard 8: Creative Expression Through the Arts: 2-3 Years: Music		
	VIII.2-3.B.1: Begins to engage in a variety of individual and group musical activities	
	VIII.2-3.B.1.a	Begins to engage in a variety of individual and group musical activities

VIII.2-3.C: Standard 8: Creative Expression Through the Arts: 2-3 Years: Creative Movement	
	VIII.2-3.C.1: Begins to engage in individual and group movement activities to express and represent thoughts, observations, imagination, feelings, experiences and knowledge
VIII.2-3.C.1.a	Begins to engage in individual and group movement activities to express and represent thoughts, observations, imagination, feelings, experiences and knowledge
VIII.2-3.D: Standard 8: Creative Expression Through the Arts: 2-3 Years: Imaginative and Creative Play	
	VIII.2-3.D.1: Purposefully explores, engages and persists in ongoing real and or imaginative experiences through creative play
VIII.2-3.D.1.a	Purposefully explores, engages and persists in ongoing real and or imaginative experiences through creative play
VIII.2-3.E: Standard 8: Creative Expression Through the Arts: 2-3 Years: Appreciation of the Arts	
	VIII.2-3.E.1: Responds to own art and to a variety of artistic expressions of others
VIII.2-3.E.1.a	Responds to own art and to a variety of artistic expressions of others
	VIII.2-3.E.2: Shows preferences for various art forms
VIII.2-3.E.2.a	Shows preferences for various art forms
I.I.3-4.A: Standard 1 Physical Development: 3-4 Years: Health and Wellbeing	
	I.3-4.A.a1: Active Physical Play: Engages in physical activities with increasing balance, coordination, endurance and intensity
I.3-4.A.a1.a	Engages in active games or outdoor play and other forms of physical activity for sustained periods of time (e.g., dancing in circle time)
	I.3-4.A.b1: Safety: Shows awareness of safety and increasingly demonstrates knowledge of safe choices and risk assessment when participating in daily activities
I.3-4.A.b1.a	Follows basic safety practices with close adult supervision (e.g., tries to buckle own seatbelt; seeks adult assistance to use step stool)
	I.3-4.A.c1: Personal Care Routines: Responds to and initiates care routines that support personal hygiene
I.3-4.A.c1.a	Carries out familiar hygiene routines with occasional reminders of how to do them
	I.3-4.A.d1: Feeding and Nutrition: Responds to feeding or feeds self with increasing efficiency and demonstrates increasing interest in eating habits and making food choices
I.3-4.A.d1.a	Serves self or others by scooping or pouring from containers
I.3-4.A.d1.b	Begins to recognize nutritious food choices and healthy eating habits

### 3-4 Year-Old-Children

#### I.I.3-4.B: Standard 1 Physical Development: 3-4 Years: Motor Development

	I.3-4.B.a1: Gross Motor Development: Demonstrates use of large muscles for movement, position, strength and coordination
I.3-4.B.a1.a	Begins to balance, such as on one leg or a beam, for short periods
I.3-4.B.a1.b	Begins to perform some skills, such as jumping for height and hopping
I.3-4.B.a1.c	Engages in physical activity that requires strength and stamina for brief periods
	I.3-4.B.a2: Gross Motor Development: Demonstrates use of large muscles to move in the environment
I.3-4.B.a2.a	Begins to combine and coordinate two or more motor movements (e.g., runs with long strides showing arm and leg opposition; uses wheelchair to move in classroom)
	I.3-4.B.b1: Gross Motor Perception (Sensorimotor): Uses perceptual information to guide motions and interactions with objects and other people
I.3-4.B.b1.a	Begins to act and move with purpose and recognizes differences in direction, distance and location

	I.3-4.B.b1.b	Demonstrates awareness of own body in relation to others
I.3-4.B.c1: Fine Motor Development: Demonstrates increasing precision, strength, coordination and efficiency when using hand muscles for play and functional tasks		
	I.3-4.B.c1.a	Uses various drawing and art tools with developing coordination
I.3-4.B.c2: Fine Motor Development: Increasingly coordinates hand and eye movements to perform a variety of actions with increasing precision		
	I.3-4.B.c2.a	Uses hand-eye coordination to manipulate objects and materials (e.g., completing large-piece puzzles or threading beads with large holes, begins to use scissors)
	I.3-4.B.c2.b	Uses hand-eye coordination in handling books (e.g., turning pages, pointing to a picture or looking for favorite page)
II.3-4.A: Standard 2 Approaches to Learning: 3-4 Years: Eagerness and Curocity		
II.3-4.A.1: Shows curiosity and is eager to learn new things and have new experiences		
	II.3-4.A.1.a	Shows curiosity and is eager to learn new things and have new experiences
II.3-4.B.1: Sustains attention for brief periods and finds help when needed		
	II.3-4.B.1.a	Sustains attention for brief periods and finds help when needed
II.3-4.C.1: Approaches daily activities with creativity		
	II.3-4.C.1.a	Approaches daily activities with creativity
II.3-4.D.1: Shows initial signs of planning and learning from their experiences		
	II.3-4.D.1.a	Shows initial signs of planning and learning from their experiences
III.3-4.A: Standard 3 Social and Emotional Development: 3-4 Years: Emotional Functioning		
III.3-4.A.1: Expresses, identifies and responds to a range of emotions		
	III.3-4.A.1.a	Identifies complex emotions in a book, picture or on a person's face (e.g., frustrated, confused)
III.3-4.A.2: Demonstrates appropriate affect (emotional response) between behavior and facial expression		
	III.3-4.A.2.a	Verbalizes own feelings and those of others
III.3-4.B: Standard 3 Social and Emotional Development: 3-4 Years: Managing Emotions		
III.3-4.B.1: Demonstrates ability to self-regulate		
	III.3-4.B.1.a	Begins to verbalize their emotions
III.3-4.B.2: Attends to sights, sounds, objects, people and activities		

	III.3-4.B.2.a	Begins to sustain attention for brief period of time in group activities
III.3-4.C: Standard 3 Social and Emotional Development: 3-4 Years: Building and Maintaining Relationships with Adults and Peers		
	III.3-4.C.1: Develops positive relationships with adults	
	III.3-4.C.1.a	Develops positive relationships and interacts comfortably with familiar adults
	III.3-4.C.2: Develops positive relationships with peers	
	III.3-4.C.2.a	Builds social relationships and becomes more connected to other children
	III.3-4.C.2.b	Demonstrates strategies for entry into social play with peers
	III.3-4.C.2.c	Develops an initial understanding of bullying
	III.3-4.C.3: Develops increasing ability to engage in social problem solving	
	III.3-4.C.3.a	Able to suggest a potential solution to social problems and with adult support is able to follow through
	III.3-4.C.4: Exhibits empathy by demonstrating care and concern for others	
	III.3-4.C.4.a	Responds to the emotions of others with comforting words or actions
III.3-4.D: Standard 3 Social and Emotional Development: 3-4 Years: Sense of Identity and Belonging		
	III.3-4.D.1: Develops sense of identity and belonging through play	
	III.3-4.D.1.a	Continues to play with preferred playmates
	III.3-4.D.2: Develops sense of identity and belonging through exploration and persistence	
	III.3-4.D.2.a	Continues sustained independent play and participates in more planned group activities
	III.3-4.D.3: Develops sense of identity and belonging through routines, rituals and interactions	
	III.3-4.D.3.a	Begins to show a willingness to be flexible if routines must change in minor ways
	III.3-4.D.4: Develops sense of self-awareness and independence	
	III.3-4.D.4.a	Increasingly uses words to communicate needs and wants
	III.3-4.D.4.b	Begins to recognize preferences of others
	III.3-4.D.4.c	Begins to use words to demonstrate knowledge of personal information (e.g., hair color, age, gender or size)
	III.3-4.D.4.d	Begins to identify self as part of a group (e.g., class or family)
IV.3-4.A: Standard 4 Language and Literacy: 3-4 Years: Listening and Understanding		
	IV.3-4.A.1: Demonstrates understanding when listening	

	IV.3-4.A.1.a	Engages in multiple back-and-forth communicative interactions with adults and peers in purposeful and novel situations to reach a goal
	IV.3-4.A.1.b	Shows understanding by answering factual questions and responding appropriately to what is said
IV.3-4.A.2: Increases knowledge through listening		
	IV.3-4.A.2.a	Tells the main idea or topic of a conversation, story, informational text or creative play, and makes a connection
	IV.3-4.A.2.b	Observes simple aspects of child’s world and responds and reacts
IV.3-4.A.3: Follows directions		
	IV.3-4.A.3.a	Achieves mastery of one-step directions and usually follows two-step directions
IV.3-4.B: Standard 4 Language and Literacy: 3-4 Years: Speaking		
IV.3-4.B.1: Speaks and is understood when speaking		
	IV.3-4.B.1.a	Begins to speak and is usually understood by both a familiar and an unfamiliar adult but may make some pronunciation errors
IV.3-4.C: Standard 4 Language and Literacy: 3-4 Years: Vocabulary		
IV.3-4.C.1: Shows an understanding of words and their meanings (receptive)		
	IV.3-4.C.1.a	Begins to demonstrate understanding of age-appropriate vocabulary across multiple topic areas and demonstrates a variety of words and their meanings within each area (e.g., world knowledge, names of body parts and feelings)
	IV.3-4.C.1.b	Begins to understand the use of words in different context (including plurals and past tense in speech)
IV.3-4.C.2: Uses increased vocabulary to describe objects, actions and events (expressive)		
	IV.3-4.C.2.a	Adds new words to vocabulary weekly (e.g., repeats words and integrates new words in play scenarios) (typically has a speaking vocabulary of approximately 1,000 words)
	IV.3-4.C.2.b	Describes what objects are used for and is able to express ideas (e.g., names some colors, shapes, and says full name)
IV.3-4.D: Standard 4 Language and Literacy: 3-4 Years: Sentences and Structure		
IV.3-4.D.1: Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences		
	IV.3-4.D.1.a	Produces utterances of four to five units of meaning in length
	IV.3-4.D.1.b	Produces words and phrases using the regular past tense and the regular third person (e.g., “Daddy jumped.” “We’re building.”)
IV.3-4.D.2: Connects words, phrases and sentences to build ideas		
	IV.3-4.D.2.a	Produces sentences or phrases of two to five words including subject/verb/object (e.g., “Suzy has cookies.” “My shirt’s got blue flowers.”)

	IV.3-4.D.2.b	Asks more complex questions beginning with “is” (e.g., “Is David here?” “What was for lunch?”)
	IV.3-4.D.2.c	Uses conjunctions “and” and sometimes “because” in sentences and uses other complex sentence structures (e.g., elaborated phrases with adjectives and adverbs)
IV.3-4.E: Standard 4 Language and Literacy: 3-4 Years: Conversation		
	IV.3-4.E.1: Uses verbal and nonverbal communication and language to express needs and feelings, share experiences and resolve problems	
	IV.3-4.E.1.a	Engages in conversations using sentences with four or more words, participates in simple, back-and-forth conversations to exchange ideas or information
	IV.3-4.E.2: Asks questions, and responds to adults and peers in a variety of settings	
	IV.3-4.E.2.a	Asks and responds to increasingly longer and more complex sentences and simple questions
	IV.3-4.E.3: Demonstrates understanding of the social conventions of communication and language use	
	IV.3-4.E.3.a	Demonstrates awareness of nonverbal conversational rules
	IV.3-4.E.3.b	Begins to demonstrate knowledge of verbal conversational rules (e.g., appropriately takes turns, does not interrupt, uses appropriate verbal expressions and uses appropriate intonation)
	IV.3-4.E.3.c	Begins to match language to social and academic contexts (e.g., uses volume appropriate to context)
IV.3-4.F: Standard 4 Language and Literacy: 3-4 Years: Emergent Reading		
	IV.3-4.F.1: Shows motivation for and appreciation of reading	
	IV.3-4.F.1.a	Begins to select books for reading enjoyment and reading related activities including pretending to read to self or others
	IV.3-4.F.1.b	Begins to make real-world connections between stories and real-life experiences
	IV.3-4.F.1.c	Interacts appropriately with books; pretends to read, holds book appropriately or picture reads
	IV.3-4.F.1.d	Asks to be read to or asks the meaning of written text
	IV.3-4.F.1.e	Participates in conversations that demonstrate appreciation of printed materials
	IV.3-4.F.2: Shows age-appropriate phonological awareness	
	IV.3-4.F.2.a	Listens and matches rhythm, volume and pitch of rhymes, songs and chants
	IV.3-4.F.3: Shows alphabetic and print knowledge	
	IV.3-4.F.3.a	Recognizes that print conveys meaning
	IV.3-4.F.3.b	Recognizes some letters when named (e.g., when shown a group of letters, can accurately identify, verbally or nonverbally, the letter that is named)
	IV.3-4.F.3.c	Names some letters (e.g., when shown an uppercase or lowercase letter, can accurately say its name)

	IV.3-4.F.4: Demonstrates comprehension of books read aloud
IV.3-4.F.4.a	Retells or reenacts parts of a story after it is read aloud
IV.3-4.G: Standard 4 Language and Literacy: 3-4 Years: Emergent Writing	
	IV.3-4.G.1: Begins to show motivation to engage in written expression and appropriate knowledge of forms and functions of written composition
IV.3-4.G.1.a	Uses scribbling, letter-like shapes and drawings to represent thoughts and ideas
V.3-4.A: Standard 5: Mathematics: 3-4 Years: Number Sense	
	V.3-4.A.1: Subitizes (immediately recognizes without counting) the number of objects in a set of four objects
V.3-4.A.1.a	Subitizes (immediately recognizes without counting) the number of objects in a set of four objects
	V.3-4.A.2: Counts and identifies the number sequence “1 to 10”
V.3-4.A.2.a	Counts and identifies the number sequence “1 to 10”
	V.3-4.A.3: Begins to demonstrate one-to-one correspondence up to 10 during daily routines
V.3-4.A.3.a	Begins to demonstrate one-to-one correspondence up to 10 during daily routines
	V.3-4.A.4: Identifies the last number spoken tells “how many” up to five (cardinality)
V.3-4.A.4.a	Identifies the last number spoken tells “how many” up to five (cardinality)
	V.3-4.A.5: Counts sets constructed by the teacher to five and beyond
V.3-4.A.4.a	Counts sets constructed by the teacher to five and beyond
	V.3-4.A.6: Constructs and counts sets of one to five and beyond
V.3-4.A.6.a	Constructs and counts sets of one to five and beyond
V.3-4.B: Standard 5: Mathematics: 3-4 Years: Number and Operations	
	V.3-4.B.1: Explores quantities up to five using objects, fingers and dramatic play to solve real-world joining and separating problems
V.3-4.B.1.a	Explores quantities up to five using objects, fingers and dramatic play to solve real-world joining and separating problems
	V.3-4.B.2: Changes size of a set of up to five objects by combining and taking away
V.3-4.B.2.a	Changes size of a set of up to five objects by combining and taking away
V.3-4.C: Standard 5: Mathematics: 3-4 Years: Patterns	
	V.3-4.C.1: Notices a pattern with a missing object and completes the pattern by filling in the missing object

	V.3-4.C.1.a	Notices a pattern with a missing object and completes the pattern by filling in the missing object
	V.3-4.C.2: Begins to duplicate a pattern from a model	
	V.3-4.C.2.a	Begins to duplicate a pattern from a model
V.3-4.D: Standard 5: Mathematics: 3-4 Years: Geometry		
	V.3-4.D.1: Recognizes and names typical shapes (circle, square, triangle)	
	V.3-4.D.1.a	Recognizes and names typical shapes (circle, square, triangle)
	V.3-4.D.2: Matches a wider variety of shapes and orientations	
	V.3-4.D.2.a	Matches a wider variety of shapes and orientations
	V.3-4.D.3: Explores three-dimensional shapes in the environment through play	
	V.3-4.D.3.a	Explores three-dimensional shapes in the environment through play
V.3-4.E: Standard 5: Mathematics: 3-4 Years: Spatial Relations		
	V.3-4.E.1: Demonstrates an understanding of basic spatial directions through songs, finger plays and games	
	V.3-4.E.1.a	Demonstrates an understanding of basic spatial directions through songs, finger plays and games
	V.3-4.E.2: Demonstrates directionality, order and position of objects by following simple directions	
	V.3-4.E.2.a	Demonstrates directionality, order and position of objects by following simple directions
V.3-4.F: Standard 5: Mathematics: 3-4 Years: Measurement and Data		
	V.3-4.F.1: Uses size words to label objects	
	V.3-4.F.1.a	Uses size words to label objects
	V.3-4.F.2: Explores two objects by making direct comparisons in length, weight and size using a single attribute	
	V.3-4.F.2.a	Explores two objects by making direct comparisons in length, weight and size using a single attribute
	V.3-4.F.3: Measures object attributes using a variety of standard and nonstandard tools with adult guidance	
	V.3-4.F.3.a	Measures object attributes using a variety of standard and nonstandard tools with adult guidance
	V.3-4.F.4: Participates in group sorting and data collection	
	V.3-4.F.4.a	Participates in group sorting and data collection
VI.3-4.A: Standard 6 Scientific Inquiry: 3-4 Years: Scientific Inquiry Through Exploration and Discovery		
	VI.3-4.A.1: Uses senses to explore and understand their social and physical environment	

	VI.3-4.A.1.a	Begins to identify each of the five senses and how they relate to the sense organs
	VI.3-4.A.1.b	Uses senses to observe and experience objects and environment
VI.3-4.A.2: Uses tools in scientific inquiry		
	VI.3-4.A.2.a	Demonstrates the use of simple tools and equipment for observing and investigating (e.g., droppers, blocks, bug catchers)
VI.3-4.A.3: Uses understanding of causal relationships to act on social and physical environments		
	VI.3-4.A.3.a	Makes simple predictions and reflects on what caused something to happen
	VI.3-4.A.3.b	Participates in and discusses simple experiments
	VI.3-4.A.3.c	Represents ideas and observations through drawings or using other forms of representation (e.g., manipulatives or different objects)
VI.3-4.B: Standard 6 Scientific Inquiry: 3-4 Years: Life Science		
VI.3-4.B.1: Demonstrates knowledge related to living things and their environments		
	VI.3-4.B.1.a	Observes and explores a variety of plants and animals and their environments (e.g., rabbits, birds, ladybugs, hermit crabs, eggs, butterflies and bugs in the garden)
	VI.3-4.B.1.b	Begins to notice the similarities and differences among various living things
	VI.3-4.B.1.c	Explores basic life cycles (e.g., plants grow from seeds and hatching eggs)
	VI.3-4.B.1.d	Explores the differences between living and non-living things
	VI.3-4.B.1.e	Explores the needs of living things (e.g., plants need water to grow and kids need food to grow)
VI.3-4.C: Standard 6 Scientific Inquiry: 3-4 Years: Physical Science		
VI.3-4.C.1: Demonstrates knowledge related to physical science		
	VI.3-4.C.1.a	Explores and investigates objects that require positioning and movement through play (e.g., gears, marble chutes, screws in a toy workbench)
	VI.3-4.C.1.b	Explores and investigates how to change the speed with which an object will move (e.g., pedaling a tricycle, rolling a ball)
	VI.3-4.C.1.c	Explores and investigates the properties of toys and objects (e.g., relationship between size and weight of blocks, what makes balls bounce)
	VI.3-4.C.1.d	Explores and begins to identify physical properties and state of matter of objects or materials (e.g., playing with sand and water, mixing paints, freezing and cooking, sinking/floating objects)
VI.3-4.D: Standard 6 Scientific Inquiry: 3-4 Years: Earth and Space Science		
	VI.3-4.D.1	Demonstrates knowledge related to the dynamic properties of earth and sky

	VI.3-4.D.1.a	Investigates and asks questions about the properties of water using adult- and child-directed activities
	VI.3-4.D.1.b	Investigates and asks questions about the properties of rocks, soil, sand and mud using adult- and child-directed activities
	VI.3-4.D.1.c	Asks questions and shows curiosity about objects in the sky (e.g., clouds, sun, moon and stars)
	VI.3-4.D.1.d	Describes typical daytime and nighttime activities for people and other animals through drawing, naming or pretend play
	VI.3-4.D.1.e	Observes and discusses weather changes day to day
VI.3-4.E: Standard 6 Scientific Inquiry: 3-4 Years: Environment		
	VI.3-4.E.1: Demonstrates awareness of relationship to people, objects and living/non-living things in their environment	
	VI.3-4.E.1.a	Describes familiar people and objects in the environment
	VI.3-4.E.1.b	Participates in activities to protect the environment
VI.3-4.F: Standard 6 Scientific Inquiry: 3-4 Years: Engineering and Technology		
	VI.3-4.F.1: Shows interest and understanding of how simple tools and machines assist with solving problems or creating objects and structures	
	VI.3-4.F.1.a	Begins to identify problems and tries to solve them by designing or using tools (e.g., uses a stick or bat to reach and pull a ball back inside the fence)
	VI.3-4.F.1.b	Explores and identifies simple machines through play (e.g., ramps, gears, wheels, pulleys and levers)
	VI.3-4.F.1.c	Explores and constructs simple objects and structures with appropriate materials and explores concept of stability of structures (e.g., block building, ramps, pathways, sand, playdough and knocking over a block tower)
VII.3-4.A: Standard 7: Social Studies: 3-4 Years: Culture		
	VII.3-4.A.1: Begins to identify self as a member of a culture	
	VII.3-4.A.1.a	Begins to identify self as a member of a culture
	VII.3-4.A.2: Begins to understand everyone belongs to a culture	
	VII.3-4.A.2.a	Begins to understand everyone belongs to a culture
	VII.3-4.A.1: Explores culture of peers and families (classroom)	
	VII.3-4.A.1	Explores culture of peers and families (classroom)
VII.3-4.B: Standard 7: Social Studies: 3-4 Years: Individual Development and Identity		
	VII.3-4.B.1: Recognizes characteristics of self as an individual	
	VII.3-4.B.1.a	Recognizes characteristics of self as an individual

	VII.3-4.B.2: Recognizes the ways self is similar to and different from peers and others
VII.3-4.B.2.a	Recognizes the ways self is similar to and different from peers and others
VII.3-4.C: Standard 7: Social Studies: 3-4 Years: Individuals and Groups	
	VII.3-4.C.1: Identifies self and others as part of a group
VII.3-4.C.1.a	Identifies self and others as part of a group
	VII.3-4.C.2: Identifies groups within a community
VII.3-4.C.2.a	Identifies groups within a community
	VII.3-4.C.3: Begins to demonstrate awareness of group rules (e.g., family, classroom, school and community)
VII.3-4.C.3.a	Begins to demonstrate awareness of group rules (e.g., family, classroom, school and community)
	VII.3-4.C.4: Exhibits emerging leadership skills and roles (e.g., line leader and door holder)
VII.3-4.C.4.a	Exhibits emerging leadership skills and roles (e.g., line leader and door holder)
VII.3-4.D: Standard 7: Social Studies: 3-4 Years: Spaces, Places and Environments	
	VII.3-4.D.1: Recognizes the relationship of personal space to surroundings
VII.3-4.D.1.a	Recognizes the relationship of personal space to surroundings
	VII.3-4.D.2: Identifies own environment and other locations
VII.3-4.D.2.a	Identifies own environment and other locations
	VII.3-4.D.3: Identifies basic physical characteristics (e.g., landmarks or land features)
VII.3-4.D.3.a	Identifies basic physical characteristics (e.g., landmarks or land features)
	VII.3-4.D.4: Begins to use spatial words (e.g., far/close, over/under and up/down)
VII.3-4.D.4.a	Begins to use spatial words (e.g., far/close, over/under and up/down)
	VII.3-4.D.5: Begins to recognize some geographic tools and resources (e.g., maps, globes or GPS)
VII.3-4.D.5.a	Begins to recognize some geographic tools and resources (e.g., maps, globes or GPS)
VII.3-4.E: Standard 7: Social Studies: 3-4 Years: Time, Continuity and Change	
	VII.3-4.E.1: Recognizes sequence of events to establish a sense of order and time
VII.3-4.E.1.a	Recognizes sequence of events to establish a sense of order and time
	VII.3-4.E.2: Explores changes that take place over time in the immediate environment

	VII.3-4.E.2.a	Explores changes that take place over time in the immediate environment
VII.3-4.F: Standard 7: Social Studies: 3-4 Years: Governance, Civic Ideals and Practices		
	VII.3-4.F.1: Begins to recognize and follow rules and expectations in varying settings	
	VII.3-4.F.1.a	Begins to recognize and follow rules and expectations in varying settings
	VII.3-4.F.2: Begins to participate in problem solving and decision making	
	VII.3-4.F.2.a	Begins to participate in problem solving and decision making
	VII.3-4.F.3: Begins to recognize national patriotic symbols (e.g., flag and eagle)	
	VII.3-4.F.3.a	Begins to recognize national patriotic symbols (e.g., flag and eagle)
VII.3-4.G: Standard 7: Social Studies: 3-4 Years: Economics and Resources		
	VII.3-4.G.1: Begins to recognize the difference between wants and needs	
	VII.3-4.G.1.a	Begins to recognize the difference between wants and needs
	VII.3-4.G.2: Recognizes familiar people who perform different occupations	
	VII.3-4.G.2.a	Recognizes familiar people who perform different occupations
VII.3-4.H: Standard 7: Social Studies: 3-4 Years: Technology and Our World		
	VII.3-4.H.1: Uses technology as a tool when appropriate (e.g., writing utensils, electronic toys, DVD, music players, digital cameras, computers or tablets)	
	VII.3-4.H.1.a	Consistently follows basic safety rules independently across different situations
VIII.3-4.A: Standard 8: Creative Expression Through the Arts: 3-4 Years: Sensory Art Experience		
	VIII.3-4.A.1: Uses imagination and creativity to express self with intention using a variety of open-ended, process-oriented and diverse art materials	
	VIII.3-4.A.1.a	Uses imagination and creativity to express self with intention using a variety of open-ended, process-oriented and diverse art materials
VIII.3-4.B: Standard 8: Creative Expression Through the Arts: 3-4 Years: Music		
	VIII.3-4.B.1: Engages in a variety of individual and group musical activities with more coordinated intention	
	VIII.3-4.B.1.a	Engages in a variety of individual and group musical activities with more coordinated intention
	VIII.3-4.B.2: Begins to express and represent thought, observations, imagination, feelings, experiences and knowledge in individual and group music activities (e.g., singing, trying musical instruments or marching)	
	VIII.3-4.B.2.a	Begins to express and represent thought, observations, imagination, feelings, experiences and knowledge in individual and group music activities (e.g., singing, trying musical instruments or marching)

VIII.3-4.C: Standard 8: Creative Expression Through the Arts: 3-4 Years: Creative Movement		
	VIII.3-4.C.1: Engages in individual and group movement activities to express and represent thoughts, observations, imagination, feelings, experiences and knowledge	
	VIII.3-4.C.1.a	Engages in individual and group movement activities to express and represent thoughts, observations, imagination, feelings, experiences and knowledge
VIII.3-4.D: Standard 8: Creative Expression Through the Arts: 3-4 Years: Imaginative and Creative Play		
	VIII.3-4.D.1: Expresses and represents thoughts, observations, imagination, feelings, experiences and knowledge, verbally or non-verbally, using a variety of objects in own environment	
	VIII.3-4.D.1.a	Expresses and represents thoughts, observations, imagination, feelings, experiences and knowledge, verbally or non-verbally, using a variety of objects in own environment
VIII.3-4.E: Standard 8: Creative Expression Through the Arts: 3-4 Years: Appreciation of the Arts		
	VIII.3-4.E.1: Responds to and expresses opinions and feelings about own art form as well as a variety of artistic expressions of others	
	VIII.3-4.E.1.a	Responds to and expresses opinions and feelings about own art form as well as a variety of artistic expressions of others

## 4-Year-Old to Kindergarten Children

### I.4-K.A: Standard 1 Physical Development: 4-K Years: Health and Wellbeing

	I.4-K.A.a1: Active Physical Play: Engages in physical activities with increasing balance, coordination, endurance and intensity
I.4-K.A.a1.a	Engages in active games or outdoor play and other forms of physical activity for sustained periods of time (e.g., dancing in circle time)
	I.4-K.A.b1: Safety: Shows awareness of safety and increasingly demonstrates knowledge of safe choices and risk assessment when participating in daily activities
I.4-K.A.b1.a	Follows basic safety practices with close adult supervision (e.g., tries to buckle own seatbelt; seeks adult assistance to use step stool)
I.4-K.A.b1.b	Identifies consequences of not following safety rules
	I.4-K.A.c1: Personal Care Routines: Responds to and initiates care routines that support personal hygiene
I.4-K.A.c1.a	Initiates and completes familiar hygiene routines independently
	I.4-K.A.d1: Feeding and Nutrition: Responds to feeding or feeds self with increasing efficiency and demonstrates increasing interest in eating habits and making food choices
I.4-K.A.d1.a	Assists adults in preparing simple foods to serve to self or others
I.4-K.A.d1.b	Recognizes nutritious food choices and healthy eating habits

### I.4-K.B: Standard 1 Physical Development: 4-K Years: Motor Development

	I.4-K.B.a1: Gross Motor Development: Demonstrates use of large muscles for movement, position, strength and coordination
I.4-K.B.a1.a	Balances, such as on one leg or on a beam, for longer periods of time both when standing still and when moving from one position to another
I.4-K.B.a1.b	Demonstrates more coordinated movement when engaging in skills, such as jumping for height and distance, hopping and running
I.4-K.B.a1.c	Engages in more complex movements (e.g., riding a tricycle with ease)
I.4-K.B.a1.d	Engages in physical activities of increasing levels of intensity for sustained periods of time
	I.4-K.B.a2: Gross Motor Development: Demonstrates use of large muscles to move in the environment
I.4-K.B.a2.a	Combines and coordinates more than two motor movements (e.g., moves a wheelchair through an obstacle course)
	I.4-K.B.b1: Gross Motor Perception (Sensorimotor): Uses perceptual information to guide motions and interactions with objects and other people
I.4-K.B.b1.a	Acts and moves with purpose and independently recognizes differences in direction, distance and location

	I.4-K.B.b1.b	Demonstrates spatial awareness through play activities
I.4-K.B.c1: Fine Motor Development: Demonstrates increasing precision, strength, coordination and efficiency when using hand muscles for play and functional tasks		
	I.4-K.B.c1.a	Shows hand control using various drawing and art tools with increasing coordination
I.4-K.B.c2: Fine Motor Development: Increasingly coordinates hand and eye movements to perform a variety of actions with increasing precision		
	I.4-K.B.c2.a	Easily coordinates hand and eye movements to carry out tasks (e.g., working on puzzles or stringing beads together)
	I.4-K.B.c2.b	Uses developmentally appropriate grasp to hold and manipulate tools for writing, drawing and painting
	I.4-K.B.c2.c	Uses coordinated movements to complete complex tasks (e.g., cuts along a line, pours or buttons, buckles/unbuckles, zips, snaps, laces shoes, fastens tabs)
II.4-K.A: Standard 2 Approaches to Learning: 4-K Years: Eagerness and Curoosity		
	II.4-K.A.1: Shows increased curiosity and is eager to learn new things and have new experiences	
	II.4-K.A.1.a	Shows increased curiosity and is eager to learn new things and have new experiences
II.4-K.B.1: Attends to tasks for a brief period of time		
	II.4-K.B.1.a	Attends to tasks for a brief period of time
II.4-K.C.1: Approaches daily activities with creativity and inventiveness		
	II.4-K.C.1.a	Approaches daily activities with creativity and inventiveness
II.4-K.D.1: Demonstrates some planning and learning from experiences		
	II.4-K.D.1.a	Demonstrates some planning and learning from experiences
III.4-K.A: Standard 3 Social and Emotional Development: 4-K Years: Emotional Functioning		
	III.4-K.A.1: Expresses, identifies and responds to a range of emotions	
	III.4-K.A.1.a	Recognizes the emotions of peers and responds with empathy and compassion
III.4-K.A.2: Demonstrates appropriate affect (emotional response) between behavior and facial expression		
	III.4-K.A.2.a	Demonstrates cognitive empathy (recognizing or inferring other’s mental states) and the use of words, gestures and facial expressions to respond appropriately
III.4-K.B: Standard 3 Social and Emotional Development: 4-K Years: Managing Emotions		
	III.4-K.B.1: Demonstrates ability to self-regulate	
	III.4-K.B.1.a	Recognizes and names own emotions and manages and exhibits behavioral control with or without adult support

	III.4-K.B.2: Attends to sights, sounds, objects, people and activities
III.4-K.B.2.a	Increases attention to preferred activities and begins to attend to non-preferred activities
III.4-K.C: Standard 3 Social and Emotional Development: 4-K Years: Building and Maintaining Relationships with Adults and Peers	
	III.4-K.C.1: Develops positive relationships with adults
III.4-K.C.1.a	Shows enjoyment in interactions with trusted adults while also demonstrating skill in separating from these adults
	III.4-K.C.2: Develops positive relationships with peers
III.4-K.C.2.a	Plays with peers in a coordinated manner including assigning roles, materials and actions
III.4-K.C.2.b	Maintains friendships and is able to engage in prosocial behavior such as cooperating, compromising and turn-taking
III.4-K.C.2.c	Responds appropriately to bullying behavior
	III.4-K.C.3: Develops increasing ability to engage in social problem solving
III.4-K.C.3.a	Able to independently engage in simple social problem solving including offering potential solutions and reflecting on the appropriateness of the solution
	III.4-K.C.4: Exhibits empathy by demonstrating care and concern for others
III.4-K.C.4.a	Able to take the perspective of others and actively respond in a manner that is consistent and supportive
III.4-K.D: Standard 3 Social and Emotional Development: 4-K Years: Sense of Identity and Belonging	
	III.4-K.D.1: Develops sense of identity and belonging through play
III.4-K.D.1.a	Engages in associative play and begins to play cooperatively with friends
	III.4-K.D.2: Develops sense of identity and belonging through exploration and persistence
III.4-K.D.2.a	Persists at individual planned experiences, caregiver-directed experiences and planned group activities
	III.4-K.D.3: Develops sense of identity and belonging through routines, rituals and interactions
III.4-K.D.3.a	Demonstrates willingness to be flexible if routines must change
	III.4-K.D.4: Develops sense of self-awareness and independence
III.4-K.D.4.a	Uses words to communicate personal characteristics, preferences, thoughts and feelings
III.4-K.D.4.b	Recognizes preferences of others
III.4-K.D.4.c	Uses words to demonstrate knowledge of personal information (e.g., hair color, age, gender or size)
III.4-K.D.4.d	Identifies self as a unique member of a group (e.g., class, school, family or larger community)

IV.4-K.A: Standard 4 Language and Literacy: 4-K Years: Listening and Understanding	
IV.4-K.A.1: Demonstrates understanding when listening	
IV.4-K.A.1.a	Engages in multiple back-and-forth communicative interactions with adults (e. g., teacher-shared information, read-aloud books) and peers to set goals, follow rules, solve problems and share what is learned with others
IV.4-K.A.1.b	Shows understanding by asking and answering factual, predictive and inferential questions, adding comments relevant to the topic and reacting appropriately to what is said
IV.4-K.A.2: Increases knowledge through listening	
IV.4-K.A.2.a	Identifies the main idea, some details of a conversation, story or informational text and can explicitly connect what is being learned to own existing knowledge
IV.4-K.A.2.b	Demonstrates increased ability to focus and sustain attention, set goals and solve dilemmas presented in conversation, story, informational text or creative play
IV.4-K.A.3: Follows directions	
IV.4-K.A.3.a	Achieves mastery of two-step directions and usually follows three-step directions
IV.4-K.B: Standard 4 Language and Literacy: 4-K Years: Speaking	
IV.4-K.B.1: Speaks and is understood when speaking	
IV.4-K.B.1.a	Speaks and is understood by both a familiar and an unfamiliar adult but may make some pronunciation errors
IV.4-K.C: Standard 4 Language and Literacy: 4-K Years: Vocabulary	
IV.4-K.C.1: Shows an understanding of words and their meanings (receptive)	
IV.4-K.C.1.a	Demonstrates understanding of age-appropriate vocabulary across many topic areas and demonstrates a wide variety of words and their meanings within each area (e.g., world knowledge, names of body parts and feelings)
IV.4-K.C.1.b	Demonstrates understanding of functional and organizational language (e.g., same and different, in front of and behind, next to, opposite, below) in multiple environments
IV.4-K.C.1.c	Understands or knows the meaning of many thousands of words including subject area words (e.g., science, social studies, math and literacy), many more than he or she routinely uses (receptive language)
IV.4-K.C.2: Uses increased vocabulary to describe objects, actions and events (expressive)	
IV.4-K.C.2.a	Uses a large speaking vocabulary, adding new words weekly (e.g., repeats words and uses them appropriately in context) (typically has a vocabulary of more than 1,500 words)
IV.4-K.C.2.b	Uses a variety of word-meaning relationships (e.g., part-whole, object-function, object-location)
IV.4-K.C.2.c	Identifies unfamiliar words asking for clarification
IV.4-K.C.2.d	Uses words in multiple contexts, with the understanding that some words have multiple meanings

IV.4-K.D: Standard 4 Language and Literacy: 4-K Years: Sentences and Structure	
	IV.4-K.D.1: Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences
IV.4-K.D.1.a	Typically uses complete sentences of five or more words, usually with subject, verb and object order
IV.4-K.D.1.b	Uses regular and irregular plurals, regular past tense, personal and possessive pronouns and subject-verb agreement
IV.4-K.D.2: Connects words, phrases and sentences to build ideas	
IV.4-K.D.2.a	Uses sentences with more than one phrase
IV.4-K.D.2.b	Combines more than one idea using complex sentences (e.g., sequences and cause/effect relationships)
IV.4-K.D.2.c	Combines sentences that give lots of detail, stick to the topic and clearly communicate intended meaning
IV.4-K.E: Standard 4 Language and Literacy: 4-K Years: Conversation	
	IV.4-K.E.1: Uses verbal and nonverbal communication and language to express needs and feelings, share experiences and resolve problems
IV.4-K.E.1.a	Engages in conversations with two to three back-and-forth turns using language, gestures, and expressions (e.g., words related to social conventions like “please” and “thank you”)
IV.4-K.E.2: Asks questions, and responds to adults and peers in a variety of settings	
IV.4-K.E.2.a	Asks and responds to more complex statements and questions, follows another’s conversational lead, maintains multi-turn conversations, appropriately introduces new content and appropriately initiates or ends conversations
IV.4-K.E.3: Demonstrates understanding of the social conventions of communication and language use	
IV.4-K.E.3.a	Demonstrates increased awareness of nonverbal conversational rules
IV.4-K.E.3.b	Demonstrates knowledge of verbal conversational rules (e.g., appropriately takes turns, does not interrupt, uses appropriate verbal expressions and uses appropriate intonation)
IV.4-K.E.3.c	Matches language to social and academic contexts (e.g., uses volume appropriate to context)
IV.4-K.F: Standard 4 Language and Literacy: 4-K Years: Emergent Reading	
	IV.4-K.F.1: Shows motivation for and appreciation of reading
IV.4-K.F.1.a	Selects books for reading enjoyment and reading related activities including pretending to read to self or others
IV.4-K.F.1.b	Makes real-world connections between stories and real-life experiences
IV.4-K.F.1.c	Interacts appropriately with books and other materials in a print-rich environment
IV.4-K.F.1.d	Asks to be read to, asks the meaning of written text or compares books/stories
IV.4-K.F.1.e	Initiates and participates in conversations that demonstrate appreciation of printed materials
	IV.4-K.F.2: Shows age-appropriate phonological awareness

IV.4-K.F.2.a	Distinguishes individual words within spoken phrases or sentences
IV.4-K.F.2.b	Combines words to make a compound word (e.g., “foot” + “ball” = “football”)
IV.4-K.F.2.c	Deletes a word from a compound word (e.g., “starfish” – “star” = “fish”)
IV.4-K.F.2.d	Combines syllables into words (e.g., “sis” + “ter” = “sister”)
IV.4-K.F.2.e	Deletes a syllable from a word (e.g., “trumpet” – “trum” = “pet” or “candy” – “dy” = “can”)
IV.4-K.F.2.f	Combines onset and rime to form a familiar one-syllable word with and without pictorial support (e.g., when shown several pictures and adult says “/c/” + “at,” child can select the picture of the cat)
IV.4-K.F.3: Shows alphabetic and print knowledge	
IV.4-K.F.3.a	Recognizes that print conveys meaning
IV.4-K.F.3.b	Recognizes almost all letters when named (e.g., when shown a group of letters, can accurately identify, verbally or nonverbally, the letter that is named)
IV.4-K.F.3.c	Names most letters (e.g., when shown an uppercase or lowercase letter, can accurately say its name)
IV.4-K.F.3.d	Recognizes some letter sounds (e.g., when shown a group of letters, can accurately identify, verbally or nonverbally, the letter of the sound given)
IV.4-K.F.4: Demonstrates comprehension of books read aloud	
IV.4-K.F.4.a	Retells or reenacts story with increasing accuracy and complexity after it is read aloud
IV.4-K.F.4.b	Asks and answers appropriate questions about the story (e.g., “What just happened?” “What might happen next?” “What would happen if...?” “What was so silly about...?” “How would you feel if you...?”)
IV.4-K.G: Standard 4 Language and Literacy: 4-K Years: Emergent Writing	
IV.4-K.G.1: Begins to show motivation to engage in written expression and appropriate knowledge of forms and functions of written composition	
IV.4-K.G.1.a	Intentionally uses scribbles/writing to convey meaning (e.g., signing artwork, captioning, labeling, creating lists, making notes)
IV.4-K.G.1.b	Uses letter-like shapes or letters to write words or parts of words
IV.4-K.G.1.c	Writes own name (e.g., first name, last name, or nickname), not necessarily with full correct spelling or well-formed letters
V.4-K.A: Standard 5: Mathematics: 4-K Years: Number Sense	
V.4-K.A.1: Subitizes (immediately recognizes without counting) up to five objects	
V.4-K.A.1.a	Subitizes (immediately recognizes without counting) up to five objects
V.4-K.A.2: Counts and identifies the number sequence “1 to 31”	

V.4-K.A.2.a	Counts and identifies the number sequence “1 to 31”
V.4-K.A.3: Demonstrates one-to-one correspondence when counting objects placed in a row (one to 15 and beyond)	
V.4-K.A.3.a	Demonstrates one-to-one correspondence when counting objects placed in a row (one to 15 and beyond)
V.4-K.A.4: Constructs and counts sets of objects (one to 10 and beyond)	
V.4-K.A.4.a	Constructs and counts sets of objects (one to 10 and beyond)
V.4-K.A.5: Counts sets constructed by the teacher to five and beyond	
V.4-K.A.4.a	
V.4-K.A.6: Uses counting and matching strategies to find which is more, less than or equal to 10	
V.4-K.A.6.a	Uses counting and matching strategies to find which is more, less than or equal to 10
V.4-K.A.7: Reads and writes some numerals one to 10 using appropriate activities	
V.4-K.A.7.a	Reads and writes some numerals one to 10 using appropriate activities
V.4-K.B: Standard 5: Mathematics: 4-K Years: Number and Operations	
V.4-K.B.1: Explores quantities up to eight using objects, fingers and dramatic play to solve real-world joining and separating problems	
V.4-K.B.1.a	Explores quantities up to eight using objects, fingers and dramatic play to solve real-world joining and separating problems
V.4-K.B.2: Begins to demonstrate how to compose and decompose (build and take apart) sets up to eight using objects, fingers and acting out	
V.4-K.B.2.a	Begins to demonstrate how to compose and decompose (build and take apart) sets up to eight using objects, fingers and acting out
V.4-K.C: Standard 5: Mathematics: 4-K Years: Patterns	
V.4-K.C.1: Identifies and extends a simple AB repeating pattern	
V.4-K.C.1.a	Identifies and extends a simple AB repeating pattern
V.4-K.C.2: Duplicates a simple AB pattern using different objects	
V.4-K.C.2.a	Duplicates a simple AB pattern using different objects
V.4-K.C.3: Recognizes the unit of repeat of a more complex pattern and extends the pattern (e.g., ABB or ABC)	
V.4-K.C.3.a	Recognizes the unit of repeat of a more complex pattern and extends the pattern (e.g., ABB or ABC)
V.4-K.D: Standard 5: Mathematics: 4-K Years: Geometry	
V.4-K.D.1: Recognizes and names two-dimensional shapes (circle, square, triangle and rectangle) of different size and orientation	

V.4-K.D.1.a	Recognizes and names two-dimensional shapes (circle, square, triangle and rectangle) of different size and orientation
V.4-K.D.2: Describes, sorts and classifies two- and three-dimensional shapes using some attributes such as size, sides and other properties (e.g., vertices)	
V.4-K.D.2.a	Describes, sorts and classifies two- and three-dimensional shapes using some attributes such as size, sides and other properties (e.g., vertices)
V.4-K.D.3: Creates two-dimensional shapes using other shapes (e.g., putting two squares together to make a rectangle)	
V.4-K.D.3.a	Creates two-dimensional shapes using other shapes (e.g., putting two squares together to make a rectangle)
V.4-K.D.4: Constructs with three-dimensional shapes in the environment through play (e.g., building castles in the construction area)	
V.4-K.D.4.a	Constructs with three-dimensional shapes in the environment through play (e.g., building castles in the construction area)
V.4-K.E: Standard 5: Mathematics: 4-K Years: Spatial Relations	
V.4-K.E.1: Describes relationships between objects and locations with words and gestures by constructing models to demonstrate an understanding of proximity (beside, next to, between, below, over and under)	
V.4-K.E.1.a	Describes relationships between objects and locations with words and gestures by constructing models to demonstrate an understanding of proximity (beside, next to, between, below, over and under)
V.4-K.E.2: Uses directions to move through space and find places in space	
V.4-K.E.2.a	Uses directions to move through space and find places in space
V.4-K.F: Standard 5: Mathematics: 4-K Years: Measurement and Data	
V.4-K.F.1: Measures object attributes using a variety of standard and nonstandard tools	
V.4-K.F.1.a	Measures object attributes using a variety of standard and nonstandard tools
V.4-K.F.2: Identifies measurable attributes such as length and weight and solves problems by making direct comparisons of objects	
V.4-K.F.2.a	Identifies measurable attributes such as length and weight and solves problems by making direct comparisons of objects
V.4-K.F.3: Seriates (places objects in sequence) up to six objects in order by height or length (e.g., cube towers or unit blocks)	
V.4-K.F.3.a	Seriates (places objects in sequence) up to six objects in order by height or length (e.g., cube towers or unit blocks)
V.4-K.F.4: Represents, analyzes and discusses data (e.g. charts, graphs and tallies)	
V.4-K.F.4.a	Represents, analyzes and discusses data (e.g. charts, graphs and tallies)
V.4-K.F.5: Begins to predict the results of data collection	
V.4-K.F.5.a	Begins to predict the results of data collection

VI.4-K.A: Standard 6 Scientific Inquiry: 4-K Years: Scientific Inquiry Through Exploration and Discovery		
	VI.4-K.A.1: Uses senses to explore and understand their social and physical environment	
	VI.4-K.A.1.a	Identifies each of the five senses and their relationship to each of the sense organs
	VI.4-K.A.1.b	Begins to identify and make observations about what can be learned about the world using each of the five senses
	VI.4-K.A.1.c	Begins to understand that individuals may experience sensory events differently from each other (e.g., may like sound of loud noises or feel of fuzzy fabric)
	VI.4-K.A.2: Uses tools in scientific inquiry	
	VI.4-K.A.2.a	Uses tools and various technologies to support exploration and inquiry (e.g., digital cameras, scales)
	VI.4-K.A.3: Uses understanding of causal relationships to act on social and physical environments	
	VI.4-K.A.3.a	Makes predictions and tests their predictions through experimentation and investigation
	VI.4-K.A.3.b	Collects and records data through drawing, writing, dictation and taking photographs (e.g., using tables, charts, drawings, tallies and graphs)
	VI.4-K.A.3.c	Begins to form conclusions and construct explanations (e.g., What do the results mean?)
	VI.4-K.A.3.d	Shares findings and outcomes of experiments
VI.4-K.B: Standard 6 Scientific Inquiry: 4-K Years: Life Science		
	VI.4-K.B.1: Demonstrates knowledge related to living things and their environments	
	VI.4-K.B.1.a	Identifies characteristics of a variety of plants and animals including physical attributes and behaviors (e.g., camouflage, body covering, eye color, other adaptations, types of trees and where they grow)
	VI.4-K.B.1.b	Notices the similarities and differences among various living things
	VI.4-K.B.1.c	Understands that all living things grow, change and go through life cycles
	VI.4-K.B.1.d	Begins to distinguish between living and non-living things
	VI.4-K.B.1.e	Observes that living things differ with regard to their needs and habitats
VI.4-K.C: Standard 6 Scientific Inquiry: 4-K Years: Physical Science		
	VI.4-K.C.1: Demonstrates knowledge related to physical science	
	VI.4-K.C.1.a	Discusses what makes objects move the way they do and how the movement can be controlled
	VI.4-K.C.1.b	Makes predictions about how to change the speed of an object, tests predictions through experiments and describes what happens
	VI.4-K.C.1.c	Distinguishes between the properties of an object and the properties of which the material is made (e.g., water and ice)

	VI.4-K.C.1.d	Investigates and describes changing states of matter —liquid, solid and gas
	VI.4-K.C.1.e	Explores the relationship of objects to light (e.g., light and shadows)
VI.4-K.D: Standard 6 Scientific Inquiry: 4-K Years: Earth and Space Science		
	VI.4-K.D.1: Demonstrates knowledge related to the dynamic properties of earth and sky	
	VI.4-K.D.1.a	Describes properties of water including changes in the states of water – liquid, solid and gas (e.g., buoyancy, movement, displacement and flow)
	VI.4-K.D.1.b	Discovers, explores, sorts, compares, and contrasts objects that are naturally found in the environment, including rocks, soil, sand and mud, and recognizes relationships among the objects (e.g., nature walks with hand lenses, collection bag) (e.g., rocks, twigs, leaves and sea shells)
	VI.4-K.D.1.c	Begins to explore and discuss simple observations of characteristics and movements of the clouds, sun, moon and stars
	VI.4-K.D.1.d	Compares the daytime and nighttime cycle
	VI.4-K.D.1.e	Uses appropriate vocabulary to discuss climate and changes in the weather and the impact it has on their daily lives (e.g., types of clothing for different environments)
VI.4-K.E: Standard 6 Scientific Inquiry: 4-K Years: Environment		
	VI.4-K.E.1: Demonstrates awareness of relationship to people, objects and living/non-living things in their environment	
	VI.4-K.E.1.a	Demonstrates how people use objects and natural resources in the environment
	VI.4-K.E.1.b	Participates in daily routines demonstrating basic conservation strategies (e.g., conserving water when washing hands or brushing teeth)
	VI.4-K.E.1.c	Identifies examples of organized efforts to protect the environment (e.g., recycling materials in the classroom)
VI.4-K.F: Standard 6 Scientific Inquiry: 4-K Years: Engineering and Technology		
	VI.4-K.F.1: Shows interest and understanding of how simple tools and machines assist with solving problems or creating objects and structures	
	VI.4-K.F.1.a	Identifies problems and tries to solve them by designing or using tools (e.g., makes a simple tent with a chair and cloth for protection from the sun)
	VI.4-K.F.1.b	Explains why a simple machine is appropriate for a particular task (e.g., moving something heavy, moving water from one location to another)
	VI.4-K.F.1.c	Uses appropriate tools and materials with greater flexibility to create or solve problems
	VI.4-K.F.1.d	Invents and constructs simple objects or more complex structures and investigates concepts of motion and stability of structures (e.g., ramps, pathways, structure, Legos, block building and play)
VII.4-K.A: Standard 7: Social Studies: 4-K Years: Culture		
	VII.4-K.A.1: Identifies self as a member of a culture	

VII.4-K.A.1.a	Identifies self as a member of a culture
VII.4-K.A.2: Understands everyone belongs to a culture	
VII.4-K.A.2.a	Understands everyone belongs to a culture
VII.4-K.A.3: Explores culture of peers and families in the classroom and community	
VII.4-K.A.3.a	Explores culture of peers and families in the classroom and community
VII.4-K.A.4: Explores cultural attributes by comparing and contrasting different characteristics (e.g., language, literature, music, arts, artifacts, foods, architecture and celebrations)	
VII.4-K.A.4.a	Explores cultural attributes by comparing and contrasting different characteristics (e.g., language, literature, music, arts, artifacts, foods, architecture and celebrations)
VII.4-K.B: Standard 7: Social Studies: 4-K Years: Individual Development and Identity	
VII.4-K.B.1: Identifies characteristics of self as an individual	
VII.4-K.B.1.a	Identifies characteristics of self as an individual
VII.4-K.B.2: Identifies the ways self is similar to and different from peers and others	
VII.4-K.B.2.a	Identifies the ways self is similar to and different from peers and others
VII.4-K.B.3: Recognizes individual responsibility as a member of a group (e.g., classroom or family)	
VII.4-K.B.3.a	Recognizes individual responsibility as a member of a group (e.g., classroom or family)
VII.4-K.C: Standard 7: Social Studies: 4-K Years: Individuals and Groups	
VII.4-K.C.1: Identifies differences and similarities of self and others as part of a group	
VII.4-K.C.1.a	Identifies differences and similarities of self and others as part of a group
VII.4-K.C.2: Explains the role of groups within a community	
VII.4-K.C.2.a	Explains the role of groups within a community
VII.4-K.C.3: Demonstrates awareness of group rules (e.g., family, classroom, school or community)	
VII.4-K.C.3.a	Demonstrates awareness of group rules (e.g., family, classroom, school or community)
VII.4-K.C.4: Exhibits leadership skills and roles (e.g., line leader and door holder)	
VII.4-K.C.4.a	Exhibits leadership skills and roles (e.g., line leader and door holder)
VII.4-K.D: Standard 7: Social Studies: 4-K Years: Spaces, Places and Environments	
VII.4-K.D.1: Identifies the relationship of personal space to surroundings	

	VII.4-K.D.1.a	Identifies the relationship of personal space to surroundings
VII.4-K.D.2: Identifies differences and similarities between own environment and other locations		
	VII.4-K.D.2.a	Identifies differences and similarities between own environment and other locations
VII.4-K.D.3: Identifies differences and similarities of basic physical characteristics (e.g., landmarks or land features)		
	VII.4-K.D.3.a	Identifies differences and similarities of basic physical characteristics (e.g., landmarks or land features)
VII.4-K.D.4: Uses spatial words (e.g., far/close, over/under and up/down)		
	VII.4-K.D.4.a	Uses spatial words (e.g., far/close, over/under and up/down)
VII.4-K.D.5: Recognizes some geographic tools and resources (e.g., maps, globes or GPS)		
	VII.4-K.D.5.a	Recognizes some geographic tools and resources (e.g., maps, globes or GPS)
VII.4-K.D.6: Begins to identify the relationship between human decisions and the impact on the environment (e.g., recycling and water conservation)		
	VII.4-K.D.6.a	Begins to identify the relationship between human decisions and the impact on the environment (e.g., recycling and water conservation)
VII.4-K.E: Standard 7: Social Studies: 4-K Years: Time, Continuity and Change		
VII.4-K.E.1: Identifies changes within a sequence of events to establish a sense of order and time		
	VII.4-K.E.1.a	Identifies changes within a sequence of events to establish a sense of order and time
VII.4-K.E.2: Observes and recognizes changes that take place over time in the immediate environment		
	VII.4-K.E.2.a	Observes and recognizes changes that take place over time in the immediate environment
VII.4-K.F: Standard 7: Social Studies: 4-K Years: Governance, Civic Ideals and Practices		
VII.4-K.F.1: Recognizes and follows rules and expectations in varying settings		
	VII.4-K.F.1.a	Recognizes and follows rules and expectations in varying settings
VII.4-K.F.2: Participates in problem solving and decision making		
	VII.4-K.F.2.a	Participates in problem solving and decision making
VII.4-K.F.3: Begins to explore basic principles of democracy (e.g., deciding rules in a classroom, respecting opinions of others, voting on classroom activities or civic responsibilities)		
	VII.4-K.F.3.a	Begins to explore basic principles of democracy (e.g., deciding rules in a classroom, respecting opinions of others, voting on classroom activities or civic responsibilities)
VII.4-K.G: Standard 7: Social Studies: 4-K Years: Economics and Resources		

	VII.4-K.G.1: Recognizes the difference between wants and needs
VII.4-K.G.1.a	Recognizes the difference between wants and needs
	VII.4-K.G.2: Begins to recognize that people work to earn money to buy things they need or want
VII.4-K.G.2.a	Begins to recognize that people work to earn money to buy things they need or want
VII.4-K.H: Standard 7: Social Studies: 4-K Years: Technology and Our World	
	VII.4-K.H.1: Uses and shows awareness of technology and its impact on how people live (e.g., computers, tablets, mobile devices, cameras or music players)
VII.4-K.H.1.a	Uses and shows awareness of technology and its impact on how people live (e.g., computers, tablets, mobile devices, cameras or music players)
VIII.4-K.A: Standard 8: Creative Expression Through the Arts: 4-K Years: Sensory Art Experience	
	VIII.4-K.A.1: Combines with intention a variety of open-ended, process-oriented and diverse art materials
VIII.4-K.A.1.a	Combines with intention a variety of open-ended, process-oriented and diverse art materials
VIII.4-K.B: Standard 8: Creative Expression Through the Arts: 4-K Years: Music	
	VIII.4-K.B.1: Actively participates in a variety of individual and group musical activities
VIII.4-K.B.1.a	Actively participates in a variety of individual and group musical activities
	VIII.4-K.B.2: Expresses and represents thought, observations, imagination, feelings, experiences and knowledge in individual and group music activities
VIII.4-K.B.2.a	Expresses and represents thought, observations, imagination, feelings, experiences and knowledge in individual and group music activities
VIII.4-K.C: Standard 8: Creative Expression Through the Arts: 4-K Years: Creative Movement	
	VIII.4-K.C.1: Continues to engage in individual and group movement activities to express and represent thoughts, observations, imagination, feelings, experiences and knowledge
VIII.4-K.C.1.a	Continues to engage in individual and group movement activities to express and represent thoughts, observations, imagination, feelings, experiences and knowledge
VIII.4-K.D: Standard 8: Creative Expression Through the Arts: 4-K Years: Imaginative and Creative Play	
	VIII.4-K.D.1: Expresses and represents thoughts, observations, imagination, feelings, experiences and knowledge, verbally or non-verbally, with others using a variety of objects in own environment
VIII.4-K.D.1.a	Expresses and represents thoughts, observations, imagination, feelings, experiences and knowledge, verbally or non-verbally, with others using a variety of objects in own environment
VIII.4-K.E: Standard 8: Creative Expression Through the Arts: 4-K Years: Appreciation of the Arts	

	VIII.4-K.E.1: Uses appropriate art vocabulary to describe own art creations and those of others
VIII.4-K.E.1.a	Uses appropriate art vocabulary to describe own art creations and those of others
	VIII.4-K.E.2: Compares own art to similar art forms
VIII.4-K.E.2.a	Compares own art to similar art forms
	VIII.4-K.E.3: Begins to recognize that instruments and art forms represent cultural perspectives of the home and the community, now and in the past
VIII.4-K.E.3.a	Begins to recognize that instruments and art forms represent cultural perspectives of the home and the community, now and in the past