



THE HIGHSCOPE
curriculum

AND

COR *Advantage*®

Alabama Standards for Early
Learning and Development:
Section 1

ALIGN
MENT



Domain	Topic	Goal	Indicator Code	Indicator	Age Band	COR Advantage Items	Key Developmental Indicators (KDIs)	Early Learning Goals (ELGs)
Social Emotional Development	SED 1: MYSELF	SED1a: Self-Awareness: Children will demonstrate an emerging personal identity through awareness of own personal characteristics, skills and abilities.	1aI-1	Explore movement of hands, feet, body, and objects	Infants (9-12mo)	FF. Knowledge of self and others; I. Gross-motor skills	4. Distinguishing self and others; 12. Moving parts of the body; 13. Moving the whole body	Physical Development and Health: 3.1.2
		SED1a: Self-Awareness: Children will demonstrate an emerging personal identity through awareness of own personal characteristics, skills and abilities.	1aI-2	Show joy or smile and coo at own image in the mirror		FF. Knowledge of self and others; D. Emotions	4. Distinguishing self and others; 8. Emotions	Social Studies: 8.1.1
		SED1a: Self-Awareness: Children will demonstrate an emerging personal identity through awareness of own personal characteristics, skills and abilities.	1aI-3	Respond to name		M. Listening and comprehension	16. Listening and responding	Language and Literacy: 4.1.2
		SED1a: Self-Awareness: Children will demonstrate an emerging personal identity through awareness of own personal characteristics, skills and abilities.	1aI-4	Express likes and dislikes (preferences) through vocalizations or gestures		A. Initiative and planning; L. Speaking	1. Initiative; 17. Nonverbal communication; 18. Two-way communication	Language and Literacy: 4.1.1
		SED1a: Self-Awareness: Children will demonstrate an emerging personal identity through awareness of own personal characteristics, skills and abilities.	1aI-5	Recognize how actions affect others	Young Toddlers (18-24mo)	D. Emotions; E. Building relationships with adults; F. Building relationships with other children; G. Community	9. Expressing empathy; 10. Building relationships; 11. Participating in community	Social Emotional: 2.2.2
		SED1a: Self-Awareness: Children will demonstrate an emerging personal identity through awareness of own personal characteristics, skills and abilities.	1aYT-2	Recognize self in the mirror		FF. Knowledge of self and others	4. Distinguishing self and others	Social Studies 8.1.1
		SED1a: Self-Awareness: Children will demonstrate an emerging personal identity through awareness of own personal characteristics, skills and abilities.	1aYT-3	Say name		FF. Knowledge of self and others; L. Speaking	4. Distinguishing self and others; 18. Two-way communication; 19. Vocabulary	Language and Literacy 4.1.1, Social Studies 8.1.1
		SED1a: Self-Awareness: Children will demonstrate an emerging personal identity through awareness of own personal characteristics, skills and abilities.	1aYT-4	Indicate likes or dislikes (preferences) through willingness to participate or complete activities or actions		A. Initiative and planning; L. Speaking	1. Initiative; 17. Nonverbal communication; 18. Two-way communication	Approaches to Learning 1.1.1, Language and Literacy 4.1.1
		SED1a: Self-Awareness: Children will demonstrate an emerging personal identity through awareness of own personal characteristics, skills and abilities.	1aYT-5	Express self as individual through gestures and actions		A. Initiative and planning; K. Communication and language; FF. Knowledge of self and others	1. Initiative; 4. Distinguishing self and others; 17. Nonverbal communication	Language and Literacy 4.1.1, Social Studies 8.1.1
		SED1a: Self-Awareness: Children will demonstrate an emerging personal identity through awareness of own personal characteristics, skills and abilities.	1aOT-1	Name own physical characteristics or body parts	Older Toddlers (36mo/3yr)	FF. Knowledge of self and others; L. Speaking	4. Distinguishing self and others; 19. Vocabulary	Physical Development and Health 3.3.1, Language and Literacy 4.1.1
		SED1a: Self-Awareness: Children will demonstrate an emerging personal identity through awareness of own personal characteristics, skills and abilities.	1aOT-2	Begin to show self-consciousness or embarrassment during some social situations		D. Emotions; FF. Knowledge of self and others	8. Emotions; 4. Distinguishing self and others	Social Emotional 2.1.2
		SED1a: Self-Awareness: Children will demonstrate an emerging personal identity through awareness of own personal characteristics, skills and abilities.	1aOT-3	Use first person pronouns to refer to self		FF. Knowledge of self and others; L. Speaking	4. Distinguishing self and others; 18. Two-way communication; 19. Vocabulary	Language and Literacy 4.1.1, Social Studies 8.1.1
		SED1a: Self-Awareness: Children will demonstrate an emerging personal identity through awareness of own personal characteristics, skills and abilities.	1aOT-4	Name likes and dislikes (preferences) when asked		A. Initiative and planning; L. Speaking	1. Initiative; 19. Vocabulary; 18. Two-way communication	Language and Literacy 4.1.1, Approaches to Learning 1.1.1
		SED1a: Self-Awareness: Children will demonstrate an emerging personal identity through awareness of own personal characteristics, skills and abilities.	1aOT-5	Display assertiveness		A. Initiative and planning	1. Initiative; 5. Making choices and plans	Approaches to Learning 1.1.1, Language and Literacy 4.1.3
		SED1a: Self-Awareness: Children will demonstrate an emerging personal identity through awareness of own personal characteristics, skills and abilities.	1aYP-1	Recognize similarities and differences in own and others' personal characteristics		A. Initiative and Planning; B. Social Relations	7. Self-identity; 53. Diversity	SS 8.1.1 Self & Social Systems
		SED1a: Self-Awareness: Children will demonstrate an emerging personal identity through awareness of own personal characteristics, skills and abilities.	1aYP-2	Call attention to self in photos or videos		A. Initiative and Planning	7. Self-identity	SS 8.1.1 Self & Social Systems

SED1a: Self-Awareness: Children will demonstrate an emerging personal identity through awareness of own personal characteristics, skills and abilities.	1aYP-3	Demonstrate knowledge of personal information	Young Preschoolers (48mo/4yr)	A. Initiative and Planning; N. Communication and Language	7. Self-identity; 22. Speaking	SS 8.1.1 Self & Social Systems
SED1a: Self-Awareness: Children will demonstrate an emerging personal identity through awareness of own personal characteristics, skills and abilities.	1aYP-4	Use words to demonstrate knowledge of own preferences		A. Initiative and Planning; N. Communication and Language	7. Self-identity; 22. Speaking	SS 8.1.1 Self & Social Systems
SED1a: Self-Awareness: Children will demonstrate an emerging personal identity through awareness of own personal characteristics, skills and abilities.	1aYP-5	Stand up for own rights		B. Social Relations; C. Conflict Resolution	7. Self-identity; 14. Moral development; 15. Conflict resolution	SS 8.2.1 Community Membership
SED1a: Self-Awareness: Children will demonstrate an emerging personal identity through awareness of own personal characteristics, skills and abilities.	1aOP-1	Differentiate themselves by physical characteristics	Older Preschoolers (60mo/5yr)	A. Initiative and Planning; B. Social Relations	7. Self-identity; 53. Diversity	SS 8.1.1 Self & Social Systems
SED1a: Self-Awareness: Children will demonstrate an emerging personal identity through awareness of own personal characteristics, skills and abilities.	1aOP-2	Show increasingly accurate understanding of own strengths, preferences, limitations, and personal qualities		A. Initiative and Planning	7. Self-identity; 8. Sense of competence	SS 8.1.1 Self & Social Systems
SED1a: Self-Awareness: Children will demonstrate an emerging personal identity through awareness of own personal characteristics, skills and abilities.	1aOP-3	Connect adult's actions to own accomplishments or actions		A. Initiative and Planning; R. Reflection and Interpretation	8. Sense of competence; 6. Reflection	AL 1.3.2 Problem Solving & Reflection
SED1a: Self-Awareness: Children will demonstrate an emerging personal identity through awareness of own personal characteristics, skills and abilities.	1aOP-4	Make choices based on likes and dislikes (preferences)		A. Initiative and Planning	1. Initiative; 7. Self-identity	AL 1.1.1 Initiative & Planning
SED1a: Self-Awareness: Children will demonstrate an emerging personal identity through awareness of own personal characteristics, skills and abilities.	1aOP-5	Stand up for rights of others		B. Social Relations; C. Conflict Resolution	10. Empathy; 14. Moral development; 15. Conflict resolution	SE 2.2.2 Social-Awareness and Relationships, SE 2.2.3 Social-Awareness and Relationships
SED1b: Self-Esteem: Children will demonstrate emerging confidence in their own abilities.	1bI-1	Indicate needs and wants; participate as adult attends to needs	Infants (9-12mo)	A. Initiative and planning; E. Building relationships with adults; L. Speaking	1. Initiative; 17. Nonverbal communication; 18. Two-way communication	Language and Literacy 4.1.3
SED1b: Self-Esteem: Children will demonstrate emerging confidence in their own abilities.	1bI-2	Show beginning awareness of own skills and expectation of results from an action		A. Initiative and planning; CC. Experimenting, predicting, and drawing conclusions	1. Initiative; 35. Cause and effect	Approaches to Learning 1.3.2
SED1b: Self-Esteem: Children will demonstrate emerging confidence in their own abilities.	1bI-3	Explore the environment when adult is nearby		A. Initiative and planning; E. Building relationships with adults; DD. Natural and physical world	1. Initiative; 10. Building relationships; 22. Exploring objects	Approaches to Learning 1.1.1
SED1b: Self-Esteem: Children will demonstrate emerging confidence in their own abilities.	1bI-4	Show pleasure at accomplishments		A. Initiative and planning; D. Emotions	1. Initiative; 8. Emotions	Approaches to Learning 1.3.2
SED1b: Self-Esteem: Children will demonstrate emerging confidence in their own abilities.	1bYT-1	Alternate between doing things independently and wanting help or comfort	Young Toddlers (18-24mo)	A. Initiative and planning; E. Building relationships with adults	1. Initiative; 2. Problem solving; 10. Building relationships	Social Emotional 2.1.2, Language and Literacy 4.1.3
SED1b: Self-Esteem: Children will demonstrate emerging confidence in their own abilities.	1bYT-2	Demonstrate confidence in the ability to make things happen		A. Initiative and planning; CC. Experimenting, predicting, and drawing conclusions	1. Initiative; 35. Cause and effect	Approaches to Learning 1.2.2
SED1b: Self-Esteem: Children will demonstrate emerging confidence in their own abilities.	1bYT-3	Explore the environment on own, but check back with a familiar adult occasionally		A. Initiative and planning; E. Building relationships with adults; DD. Natural and physical world	1. Initiative; 10. Building relationships; 22. Exploring objects	Approaches to Learning 1.1.1
SED1b: Self-Esteem: Children will demonstrate emerging confidence in their own abilities.	1bYT-4	Show others something that's been completed		A. Initiative and planning; L. Speaking; E. Building relationships with adults	1. Initiative; 18. Two-way communication; 10. Building relationships	Approaches to Learning 1.3.2, Language and Literacy 4.1.1
SED1b: Self-Esteem: Children will demonstrate emerging confidence in their own abilities.	1bOT-1	Show pride in attempting to complete self-help or personal care tasks independently	Older Toddlers (36mo/3yr)	A. Initiative and planning; J. Self-care and healthy behavior	1. Initiative; 15. Self-care	Physical Development and Health 3.3.3
SED1b: Self-Esteem: Children will demonstrate emerging confidence in their own abilities.	1bOT-2	Attempt new tasks or activities with interest		A. Initiative and planning	1. Initiative; 2. Problem solving	Approaches to Learning 1.1.1
SED1b: Self-Esteem: Children will demonstrate emerging confidence in their own abilities.	1bOT-3	Participate in varied and new experiences with adult encouragement		A. Initiative and planning; E. Building relationships with adults	1. Initiative; 10. Building relationships	Approaches to Learning 1.1.1
SED1b: Self-Esteem: Children will demonstrate emerging confidence in their own abilities.	1bOT-4	Show joy in accomplishments		A. Initiative and planning; D. Emotions	1. Initiative; 8. Emotions	Approaches to Learning 1.3.2
SED1b: Self-Esteem: Children will demonstrate emerging confidence in their own abilities.	1bYP-1	Show confidence in ability to complete routines independently	Young Preschool	A. Initiative and planning; J. Self-care and healthy behavior	8. Sense of competence; 19. Personal care	AL 1.2.2 Engagement & Persistence
SED1b: Self-Esteem: Children will demonstrate emerging confidence in their own abilities.	1bYP-2	Select more challenging activities with confidence		A. Initiative and planning	3. Engagement; 8. Sense of competence	AL 1.2.2 Engagement & Persistence

	SED1b: Self-Esteem: Children will demonstrate emerging confidence in their own abilities.	1bYP-3	Independently seek out play areas or activities	ers (48mo/4yr)	A. Initiative and planning	1. Initiative; 8. Sense of competence	AL 1.1.1 Initiative & Planning:
	SED1b: Self-Esteem: Children will demonstrate emerging confidence in their own abilities.	1bYP-4	Demonstrate one's accomplishments to others with pride		A. Initiative and planning; D. Emotions; L. Speaking	8. Sense of competence; 22. Speaking; 6. Reflection	AL 1.3.2 Problem Solving & Reflection:
	SED1b: Self-Esteem: Children will demonstrate emerging confidence in their own abilities.	1bOP-1	Show confidence in ability by taking on new tasks		A. Initiative and planning	8. Sense of competence; 3. Engagement	AL 1.2.2 Engagement & Persistence
	SED1b: Self-Esteem: Children will demonstrate emerging confidence in their own abilities.	1bOP-2	Show pride in completion of challenging tasks and activities	Older Preschool ers (60mo/5yr)	A. Initiative and planning; D. Emotions	8. Sense of competence; 6. Reflection	AL 1.3.2 Problem Solving & Reflection
	SED1b: Self-Esteem: Children will demonstrate emerging confidence in their own abilities.	1bOP-3	Invite peers to join play or activity		F. Building relationships with other children; G. Community; L. Speaking	12. Building relationships; 13. Cooperative play; 22. Speaking	SE 2.2.1 Social-Awareness and Relationships
	SED1b: Self-Esteem: Children will demonstrate emerging confidence in their own abilities.	1bOP-4	Describe accomplishments with detail		L. Speaking	22. Speaking; 8. Sense of competence; 6. Reflection	AL 1.3.2 Problem Solving & Reflection
SED 2: MY FEELINGS	SED2a: Manage Feelings: Children will identify, manage, and express their feelings.	2aI-1	Respond to adult's expression of feelings	Infants (9-12mo)	E. Building relationships with adults	5. Attachment; 6. Relationships with adults	Social Emotional 2.2.2
	SED2a: Manage Feelings: Children will identify, manage, and express their feelings.	2aI-2	Express a range of emotions through body movements, crying or laughing		D. Emotions; E. Building relationships with adults	8. Emotions; 9. Empathy; 16. Listening and responding	Social Emotional 2.1.1, Language and Literacy 4.1.1
	SED2a: Manage Feelings: Children will identify, manage, and express their feelings.	2aI-3	Rely on familiar adults for comfort	Young Toddlers (18-24mo)	D. Emotions; E. Building relationships with adults	8. Emotions; 9. Empathy; 36. Imitating and pretending	Social Emotional 2.1.2, 2.2.1
	SED2a: Manage Feelings: Children will identify, manage, and express their feelings.	2aI-4	Attend with interest when others show they are happy, sad, or fearful by their facial expressions, voices, or actions		D. Emotions; L. Speaking	8. Emotions; 17. Nonverbal communication; 19. Speaking	Social Emotional 2.2.2
	SED2a: Manage Feelings: Children will identify, manage, and express their feelings.	2aYT-1	Imitate adult's expression of feelings		E. Building relationships with adults	5. Attachment; 6. Relationships with adults	Social Emotional 2.1.1
	SED2a: Manage Feelings: Children will identify, manage, and express their feelings.	2aYT-2	Communicate feelings through gestures, actions, or basic words		D. Emotions; F. Building relationships with other children	8. Emotions; 9. Empathy	Social Emotional 2.1.1, Language and Literacy 4.1.1
	SED2a: Manage Feelings: Children will identify, manage, and express their feelings.	2aYT-3	Stay near or cling to familiar adult during times of distress or discomfort	Older Toddlers (36mo/3yr)	D. Emotions; M. Listening and comprehension	8. Emotions; 16. Listening and responding	Social Emotional 2.1.2
	SED2a: Manage Feelings: Children will identify, manage, and express their feelings.	2aYT-4	Show awareness of others' expressed feelings		D. Emotions; L. Speaking	8. Emotions; 19. Speaking	Social Emotional 2.2.2
	SED2a: Manage Feelings: Children will identify, manage, and express their feelings.	2aOT-1	Recognize feelings when named by adult		E. Building relationships with adults	5. Attachment; 6. Relationships with adults	Social Emotional 2.1.1
	SED2a: Manage Feelings: Children will identify, manage, and express their feelings.	2aOT-2	Label basic emotions		D. Emotions; F. Building relationships with other children	8. Emotions; 9. Empathy; 10. Playing with others	Social Emotional 2.1.1
	SED2a: Manage Feelings: Children will identify, manage, and express their feelings.	2aOT-3	Seek out adult or use a comfort item during times of distress	Young Preschool ers (48mo/4yr)	D. Emotions; M. Listening and comprehension	9. Emotions; 12. Building relationships	SE 2.1.1 Self-Awareness and Emotions, SE 2.2.2 Social-Awareness and Relationships
	SED2a: Manage Feelings: Children will identify, manage, and express their feelings.	2aOT-4	Respond in caring ways to others' expressions of feelings		D. Emotions; L. Speaking	10. Empathy	SE 2.2.2 Social-Awareness and Relationships
	SED2a: Manage Feelings: Children will identify, manage, and express their feelings.	2aYP-1	Name basic emotions when demonstrated by others or represented in books		E. Building relationships with adults; A. Initiative and planning	9. Emotions; 21. Comprehension; 28. Book knowledge	SE 2.1.1 Self-Awareness and Emotions:
	SED2a: Manage Feelings: Children will identify, manage, and express their feelings.	2aYP-2	Express own feelings through actions or words		D. Emotions; F. Building relationships with other children	9. Emotions; 22. Speaking	SE 2.1.1 Self-Awareness and Emotions, SE 2.2.2 Social-Awareness and Relationships
	SED2a: Manage Feelings: Children will identify, manage, and express their feelings.	2aYP-3	Seek reassurance from adult in anticipation of a difficult task	Older Preschool ers (60mo/5yr)	D. Emotions; M. Listening and comprehension	9. Emotions; 12. Building relationships	SE 2.1.1 Self-Awareness and Emotions, SE 2.2.2 Social-Awareness and Relationships
	SED2a: Manage Feelings: Children will identify, manage, and express their feelings.	2aYP-4	Express concern or interest for others' needs or feelings		D. Emotions; L. Speaking	10. Empathy; 22. Speaking	SE 2.2.2 Social-Awareness and Relationships
	SED2a: Manage Feelings: Children will identify, manage, and express their feelings.	2aOP-1	Associate basic emotions with words, expressions or gestures or actions		E. Building relationships with adults; A. Initiative and planning	9. Emotions; 23. Vocabulary	SE 2.1.1 Self-Awareness and Emotions
	SED2a: Manage Feelings: Children will identify, manage, and express their feelings.	2aOP-2	Communicate feelings or emotions in socially-acceptable ways		D. Emotions; F. Building relationships with other children	9. Emotions; 22. Speaking	SE 2.1.2 Self-Awareness and Emotions
	SED2a: Manage Feelings: Children will identify, manage, and express their feelings.	2aOP-3	Seek reassurance or recognition from adults when attempting to resolve distress or challenging situation	Infants (9-12mo)	D. Emotions; E. Building relationships with adults	5. Attachment; 8. Emotions	Social Emotional 2.1.2, 2.2.1, Approaches to Learning 1.3.1
	SED2a: Manage Feelings: Children will identify, manage, and express their feelings.	2aOP-4	Respond with empathy and compassion at others' expression of emotion		D. Emotions; E. Building relationships with adults	5. Attachment; 6. Relationships with adults; 8. Emotions	Social Emotional 2.2.2
	SED2b: Self-Regulation: Children will begin to self-regulate.	2bI-1	Self soothe to calm		A. Initiative and planning; E. Building relationships with adults; L. Speaking	2. Problem solving; 6. Relationships with adults; 18. Two-way communication	Social Emotional 2.1.2

		SED2b: Self-Regulation: Children will begin to self-regulate.	2bI-2	Regulate reaction to stressors by looking away or seeking adult attention	Young Toddlers (18-24mo)	D. Emotions; E. Building relationships with adults	5. Attachment; 6. Relationships with adults; 8. Emotions	Social Emotional 2.1.2
		SED2b: Self-Regulation: Children will begin to self-regulate.	2bI-3	Exhibit behaviors to obtain adult help to solve a problem		E. Building relationships with adults; M. Listening and comprehension	6. Relationships with adults; 16. Listening and responding	Approaches to Learning 1.3.1, Language and Literacy 4.1.3
		SED2b: Self-Regulation: Children will begin to self-regulate.	2bYT-1	Find comfort in a familiar setting or calm with familiar adult or object		B. Solving problems; F. Building relationships with other children	2. Problem solving; 7. Relationships with peers; 36. Imitating and pretending	Social Emotional 2.1.2
		SED2b: Self-Regulation: Children will begin to self-regulate.	2bYT-2	Adjust behavior in response to adult cues and reactions		D. Emotions; L. Speaking	8. Emotions; 17. Nonverbal communication	Language and Literacy 4.1.2, Social Emotional 2.1.2
		SED2b: Self-Regulation: Children will begin to self-regulate.	2bYT-3	Imitate other children's problem-solving techniques	Older Toddlers (36mo/3yr)	B. Solving problems; F. Building relationships with other children	2. Problem solving; 7. Relationships with peers; 36. Imitating and pretending	Approaches to Learning 1.3.1, Social Emotional 2.2.1
		SED2b: Self-Regulation: Children will begin to self-regulate.	2bYT-4	Use temper tantrums to express distress or displeasure		D. Emotions; L. Speaking	8. Emotions; 17. Nonverbal communication	Social Emotional 2.1.2
		SED2b: Self-Regulation: Children will begin to self-regulate.	2bOT-1	Imitate self-regulation strategies when guided by an adult		D. Emotions; E. Building relationships with adults	6. Relationships with adults; 8. Emotions; 36. Imitating and pretending	Social Emotional 2.1.2
		SED2b: Self-Regulation: Children will begin to self-regulate.	2bOT-2	Manage behaviors with adult help		D. Emotions; E. Building relationships with adults; B. Solving problems	6. Relationships with adults; 8. Emotions; 2. Problem solving	Social Emotional 2.1.2
		SED2b: Self-Regulation: Children will begin to self-regulate.	2bOT-3	Seek help from adult to solve a problem	Young Preschoolers (48mo/4yr)	B. Problem solving with materials; E. Building relationships with adults	4. Problem solving; 12. Building relationships	AL 1.3.1 Problem Solving & Reflection, AL 1.3.1 Problem Solving & Reflection
		SED2b: Self-Regulation: Children will begin to self-regulate.	2bOT-4	Show defiance		D. Emotions; H. Conflict resolution	9. Emotions; 14. Moral development	SE 2.1.2 Self-Awareness and Emotions
		SED2b: Self-Regulation: Children will begin to self-regulate.	2bYP-1	Use self-regulation strategies to calm down with adult guidance		D. Emotions; E. Building relationships with adults	9. Emotions	SE 2.1.2 Self-Awareness and Emotions
		SED2b: Self-Regulation: Children will begin to self-regulate.	2bYP-2	Show awareness of how actions and behavior affect others		G. Community; D. Emotions	10. Empathy; 14. Moral development	SE 2.2.2 Social-Awareness and Relationships:
		SED2b: Self-Regulation: Children will begin to self-regulate.	2bYP-3	Identify a solution for a problem with adult support	Older Preschoolers (60mo/5yr)	H. Conflict resolution; B. Problem solving with materials	4. Problem solving	AL 1.3.1 Problem Solving & Reflection
		SED2b: Self-Regulation: Children will begin to self-regulate.	2bYP-4	Start and stop activities with warnings and cues		A. Initiative and planning; G. Community	3. Engagement; 9. Emotions	SE 2.1.2 Self-Awareness and Emotions, AL 1.2.1 Engagement & Persistence:
		SED2b: Self-Regulation: Children will begin to self-regulate.	2bOP-1	Independently use self-regulation strategies to solve simple problems		H. Conflict resolution; B. Problem solving with materials; D. Emotions	4. Problem solving; 9. Emotions	SE 2.1.2 Self-Awareness and Emotions, AL 1.3.1 Problem Solving & Reflection
		SED2b: Self-Regulation: Children will begin to self-regulate.	2bOP-2	Adapt behavior to accommodate situation or adult response		D. Emotions; G. Community; E. Building relationships with adults	9. Emotions; 14. Moral development; 11. Community	SS 8.2.1 Community Membership, SE 2.1.2 Self-Awareness and Emotions
		SED2b: Self-Regulation: Children will begin to self-regulate.	2bOP-3	Independently solve simple problems	Infants (9-12mo)	B. Problem solving with materials; A. Initiative and planning	2. Problem solving; 1. Initiative	Approaches to Learning 1.3.1
		SED2b: Self-Regulation: Children will begin to self-regulate.	2bOP-4	Transition to new activities independently when asked		A. Initiative and planning; M. Listening and comprehension	1. Initiative; 16. Listening and responding	Social Emotional 2.1.2
	SED 3: MY RELATIONSHIPS	SED3a: Relationships with Adults: Children will form relationships and interact positively with adults who consistently respond to their needs.	3aI-3	Initiate simple back and forth play with adult		E. Building relationships with adults; L. Speaking	6. Relationships with adults; 18. Two-way communication; 10. Playing with others	Social Emotional 2.2.1, Approaches to Learning 1.1.1
		SED3a: Relationships with Adults: Children will form relationships and interact positively with adults who consistently respond to their needs.	3aYT-1	Rely on adult as a safe base for exploring the environment	Young Toddlers (18-24mo)	E. Building relationships with adults; A. Initiative and planning	5. Attachment; 6. Relationships with adults; 1. Initiative	Social Emotional 2.2.1, Language and Literacy 4.1.5
		SED3a: Relationships with Adults: Children will form relationships and interact positively with adults who consistently respond to their needs.	3aYT-2	Look to familiar adult for help		E. Building relationships with adults; L. Speaking	5. Attachment; 6. Relationships with adults; 18. Two-way communication	Social Emotional 2.2.1, Approaches to Learning 1.1.1
		SED3a: Relationships with Adults: Children will form relationships and interact positively with adults who consistently respond to their needs.	3aYT-3	Participate in back and forth activities with adults		E. Building relationships with adults; L. Speaking	6. Relationships with adults; 18. Two-way communication	Language and Literacy 4.1.3
		SED3a: Relationships with Adults: Children will form relationships and interact positively with adults who consistently respond to their needs.	3aOT-1	Separate from adult for play but check back often for support	Older Toddlers (36mo/3yr)	E. Building relationships with adults; A. Initiative and planning	5. Attachment; 6. Relationships with adults; 1. Initiative	Social Emotional 2.2.1, Language and Literacy 4.1.5
		SED3a: Relationships with Adults: Children will form relationships and interact positively with adults who consistently respond to their needs.	3aOT-2	Ask familiar adult for help		E. Building relationships with adults; L. Speaking	6. Relationships with adults; 18. Two-way communication; 19. Speaking	Social Emotional 2.2.1, Approaches to Learning 1.1.1

SED3a: Relationships with Adults: Children will form relationships and interact positively with adults who consistently respond to their needs.	3aOT-3	Initiate interactions and play with adults		E. Building relationships with adults; F. Building relationships with other children; L. Speaking	6. Relationships with adults; 10. Playing with others; 18. Two-way communication	Language and Literacy 4.1.3
SED3a: Relationships with Adults: Children will form relationships and interact positively with adults who consistently respond to their needs.	3aYP-1	Separate from trusted adult without distress	Young Preschoolers (48mo/4yr)	D. Emotions; E. Building relationships with adults	12. Building relationships; 9. Emotions	SE 2.2.1 Social-Awareness and Relationships, SE 2.1.2 Self-Awareness and Emotions:
SED3a: Relationships with Adults: Children will form relationships and interact positively with adults who consistently respond to their needs.	3aYP-2	Accept guidance and information from trusted adults		E. Building relationships with adults; M. Listening and comprehension	12. Building relationships; 21. Comprehension	E 2.2.1 Social-Awareness and Relationships, LL 4.1.2 Language & Communication:
SED3a: Relationships with Adults: Children will form relationships and interact positively with adults who consistently respond to their needs.	3aYP-3	Interact with adults in varied ways		E. Building relationships with adults; L. Speaking	12. Building relationships; 22. Speaking	SE 2.2.1 Social-Awareness and Relationships, LL 4.1.1 Language & Communication:
SED3a: Relationships with Adults: Children will form relationships and interact positively with adults who consistently respond to their needs.	3aOP-1	Separate and easily accept explanation for parting with trusted adult		D. Emotions; E. Building relationships with adults; M. Listening and comprehension	. Emotions; 12. Building relationships; 21. Comprehensio	SE 2.1.2 Self-Awareness and Emotions, SE 2.2.1 Social-Awareness and Relationships:
SED3a: Relationships with Adults: Children will form relationships and interact positively with adults who consistently respond to their needs.	3aOP-2	Cooperate with adult guidance to achieve adult approval	Older Preschoolers (60mo/5yr)	E. Building relationships with adults; G. Community	12. Building relationships; 11. Community; 14. Moral development	SE 2.2.1 Social-Awareness and Relationships:, SS 8.2.1 Community Membership
SED3a: Relationships with Adults: Children will form relationships and interact positively with adults who consistently respond to their needs.	3aOP-3	Initiate and engage with familiar adults to share mutual interests		E. Building relationships with adults; L. Speaking	12. Building relationships; 22. Speaking	SE 2.2.1 Social-Awareness and Relationships, LL 4.1.1 Language & Communication:
SED3b: Relationships with Peers: Children will develop ways to interact and build relationships with peers.	3bl-1	Show interest in other children, and notice their actions or faces	Infants (9-12mo)	F. Building relationships with other children	7. Relationships with peers; 9. Empathy	Social Emotional 2.2.1
SED3b: Relationships with Peers: Children will develop ways to interact and build relationships with peers.	3bl-2	Imitate the sounds and actions of others		F. Building relationships with other children; L. Speaking	36. Imitating and pretending; 17. Nonverbal communication; 18. Two-way communication	Social Emotional 2.2.1, Language and Literacy 4.1.5
SED3b: Relationships with Peers: Children will develop ways to interact and build relationships with peers.	3bYT-1	Show interest in other children when near	Young Toddlers (18-24mo)	F. Building relationships with other children	7. Relationships with peers; 10. Playing with others	Social Emotional 2.2.1
SED3b: Relationships with Peers: Children will develop ways to interact and build relationships with peers.	3bYT-2	Respond to other children's emotional expressions		D. Emotions; F. Building relationships with other children	8. Emotions; 9. Empathy; 7. Relationships with peers	Social Emotional 2.2.2
SED3b: Relationships with Peers: Children will develop ways to interact and build relationships with peers.	3bOT-1	Play alongside others, occasionally sharing or interacting with others	Older Toddlers (36mo/3yr)	F. Building relationships with other children; G. Community	7. Relationships with peers; 10. Playing with others	Social Emotional 2.2.1
SED3b: Relationships with Peers: Children will develop ways to interact and build relationships with peers.	3bOT-2	Recognize and respond to that other children's expression of feelings		D. Emotions; F. Building relationships with other children	9. Empathy; 8. Emotions; 7. Relationships with peers	Social Emotional 2.2.2
SED3b: Relationships with Peers: Children will develop ways to interact and build relationships with peers.	3bYP-1	Form relationships with a few children	Young Preschoolers (48mo/4yr)	F. Building relationships with other children	12. Building relationships	SE 2.2.1 Social-Awareness and Relationships:
SED3b: Relationships with Peers: Children will develop ways to interact and build relationships with peers.	3bYP-2	Use comforting words or actions to respond to another child's distress		D. Emotions; F. Building relationships with other children	10. Empathy; 22. Speaking	SE 2.2.2 Social-Awareness and Relationships:
SED3b: Relationships with Peers: Children will develop ways to interact and build relationships with peers.	3bYP-3	Demonstrate strategies for entry into social play with peers		F. Building relationships with other children; G. Community	12. Building relationships; 13. Cooperative play	SE 2.2.1 Social-Awareness and Relationships:
SED3b: Relationships with Peers: Children will develop ways to interact and build relationships with peers.	3bYP-4	Show beginning prosocial behavior when interacting with other children (cooperating, turn-taking, sharing)		F. Building relationships with other children; G. Community	13. Cooperative play; 10. Empathy; 11. Community	SE 2.2.1 Social-Awareness and Relationships, SE 2.2.2 Social-Awareness and Relationships:
SED3b: Relationships with Peers: Children will develop ways to interact and build relationships with peers.	3bOP-1	Sustain relationships with other children for an extended period of time	Older Preschoolers (60mo/5yr)	F. Building relationships with other children	12. Building relationships; 13. Cooperative play	SE 2.2.1 Social-Awareness and Relationships:
SED3b: Relationships with Peers: Children will develop ways to interact and build relationships with peers.	3bOP-2	Take the perspective of another child and respond in a manner that is supportive		D. Emotions; F. Building relationships with other children	10. Empathy; 12. Building relationships	SE 2.2.2 Social-Awareness and Relationships:
SED3b: Relationships with Peers: Children will develop ways to interact and build relationships with peers.	3bOP-3	Play with peers in a coordinated manner including assigning roles, materials and actions		F. Building relationships with other children; G. Community; AA. Pretend play	13. Cooperative play; 43. Pretend play; 12. Building relationships	E 2.2.1 Social-Awareness and Relationships, CA 9.4.1 Dramatic Play:

		SED3b: Relationships with Peers: Children will develop ways to interact and build relationships with peers.	3bOP-4	Engage in prosocial behavior during play (cooperating, turn-taking, sharing)		F. Building relationships with other children; G. Community	13. Cooperative play; 10. Empathy; 11. Community	SE 2.2.1 Social-Awareness and Relationships, SE 2.2.2 Social-Awareness and Relationships
Social Studies	SST 1: SOCIAL SYSTEMS	SST1a: Family Structure: Children will develop a sense of belonging to a family group, articulate family members' roles, and identify how families are alike and different.	1aI-1	Respond to immediate family/adults	Infants (9-12mo)	E. Building relationships with adults	5. Attachment; 6. Relationships with adults	Social Emotional 2.2.1
		SST1a: Family Structure: Children will develop a sense of belonging to a family group, articulate family members' roles, and identify how families are alike and different.	1aI-2	Show affection for familiar adults and children		E. Building relationships with adults; F. Building relationships with other children	5. Attachment; 6. Relationships with adults; 7. Relationships with peers	Social Emotional 2.2.1
		SST1a: Family Structure: Children will develop a sense of belonging to a family group, articulate family members' roles, and identify how families are alike and different.	1aYT-1	Recognize immediate family members	Young Toddlers (18-24mo)	FF. Knowledge of self and others	4. Distinguishing self and others; 5. Attachment	Social Studies 8.1.1
		SST1a: Family Structure: Children will develop a sense of belonging to a family group, articulate family members' roles, and identify how families are alike and different.	1aYT-2	Seek out family members to have needs met		E. Building relationships with adults	5. Attachment; 6. Relationships with adults; 18. Two-way communication	Social Emotional 2.2.1, Language and Literacy 4.1.3
		SST1a: Family Structure: Children will develop a sense of belonging to a family group, articulate family members' roles, and identify how families are alike and different.	1aOT-1	Identify immediate family members	Older Toddlers (36mo/3yr)	FF. Knowledge of self and others; L. Speaking	4. Distinguishing self and others; 19. Speaking	Social Studies 8.1.1, Language and Literacy 4.1.1
		SST1a: Family Structure: Children will develop a sense of belonging to a family group, articulate family members' roles, and identify how families are alike and different.	1aOT-2	Imitate role of family member		AA. Pretend play; FF. Knowledge of self and others	36. Imitating and pretending; 5. Attachment	Creative Arts 9.4.1
		SST1a: Family Structure: Children will develop a sense of belonging to a family group, articulate family members' roles, and identify how families are alike and different.	1aOT-3	Recognize known versus unknown adults in child's life		FF. Knowledge of self and others; E. Building relationships with adults	4. Distinguishing self and others; 6. Relationships with adults	Social Studies 8.1.1
		SST1a: Family Structure: Children will develop a sense of belonging to a family group, articulate family members' roles, and identify how families are alike and different.	1aYP-1	Name immediate family members	Young Preschoolers (48mo/4yr)	FF. Knowledge of self and others; L. Speaking	3. Diversity; 22. Speaking	SS 8.1.1 Self & Social Systems
		SST1a: Family Structure: Children will develop a sense of belonging to a family group, articulate family members' roles, and identify how families are alike and different.	1aYP-2	Describe actions or roles of specific family member		FF. Knowledge of self and others; L. Speaking	54. Community roles; 22. Speaking	SS 8.5.1 Economic Systems
		SST1a: Family Structure: Children will develop a sense of belonging to a family group, articulate family members' roles, and identify how families are alike and different.	1aYP-3	Identify personal relationships with significant adults		E. Building relationships with adults; FF. Knowledge of self and others	12. Building relationships; 53. Diversity	SE 2.2.1 Social-Awareness and Relationships, SS 8.1.1 Self & Social Systems
		SST1a: Family Structure: Children will develop a sense of belonging to a family group, articulate family members' roles, and identify how families are alike and different.	1aOP-1	Name extended family members (aunts, grandparents, etc)	Older Preschoolers (60mo/5yr)	FF. Knowledge of self and others; L. Speaking	53. Diversity; 22. Speaking	SS 8.1.1 Self & Social Systems
		SST1a: Family Structure: Children will develop a sense of belonging to a family group, articulate family members' roles, and identify how families are alike and different.	1aOP-2	Talk about relationships with other family members		FF. Knowledge of self and others; L. Speaking	12. Building relationships; 22. Speaking; 53. Diversity	SE 2.2.1 Social-Awareness and Relationships, SS 8.1.1 Self & Social Systems:
		SST1a: Family Structure: Children will develop a sense of belonging to a family group, articulate family members' roles, and identify how families are alike and different.	1aOP-3	Discuss how families differ and how they are the same		FF. Knowledge of self and others; L. Speaking	53. Diversity; 22. Speaking	SS 8.1.1 Self & Social Systems:
		SST1b: Community Belonging: Children will build a sense of belonging to a group and follow its rules.	1bI-1	Seek comfort from familiar adult	Infants (9-12mo)	E. Building relationships with adults	5. Attachment; 6. Relationships with adults	Social Emotional 2.2.1, 2.1.2
		SST1b: Community Belonging: Children will build a sense of belonging to a group and follow its rules.	1bI-2	Show anticipation of daily events		A. Initiative and planning	32. Anticipating events; 33. Time intervals	Social Studies 8.4.1
		SST1b: Community Belonging: Children will build a sense of belonging to a group and follow its rules.	1bYT-1	Separate from caregiver in familiar settings		E. Building relationships with adults	5. Attachment; 6. Relationships with adults	Social Emotional 2.2.1, 2.1.2

SST1b: Community Belonging: Children will build a sense of belonging to a group and follow its rules.	1bYT-2	Participate in simple routines with adult support	Young Toddlers (18-24mo)	A. Initiative and planning; G. Community; M. Listening and comprehension	1. Initiative; 11. Group participation; 16. Listening and responding	Social Studies 8.4.1
SST1b: Community Belonging: Children will build a sense of belonging to a group and follow its rules.	1bYT-3	Look to adult for assistance		E. Building relationships with adults; L. Speaking	6. Relationships with adults; 18. Two-way communication	Social Emotional 2.2.1, Language and Literacy 4.1.3
SST1b: Community Belonging: Children will build a sense of belonging to a group and follow its rules.	1bOT-1	Identify self as part of a group	Older Toddlers (36mo/3yr)	G. Community; FF. Knowledge of self and others	4. Distinguishing self and others; 11. Group participation	Social Studies 8.1.1
SST1b: Community Belonging: Children will build a sense of belonging to a group and follow its rules.	1bOT-2	Participate in an adult led routine with adult support		G. Community; M. Listening and comprehension; A. Initiative and planning	11. Group participation; 16. Listening and responding; 1. Initiative	Social Studies 8.4.1, Social Emotional 2.2.1
SST1b: Community Belonging: Children will build a sense of belonging to a group and follow its rules.	1bOT-3	Follow simple rules, with adult reminders		G. Community; M. Listening and comprehension	11. Group participation; 16. Listening and responding	Social Emotional 2.1.2, Language and Literacy 4.1.2
SST1b: Community Belonging: Children will build a sense of belonging to a group and follow its rules.	1bYP-1	Identify a group they belong to	Young Preschoolers (48mo/4yr)	G. Community; FF. Knowledge of self and others	11. Community; 53. Diversity	SS 8.1.1 Self & Social Systems
SST1b: Community Belonging: Children will build a sense of belonging to a group and follow its rules.	1bYP-2	Comply with schedules and routines throughout their environment		A. Initiative and planning; G. Community	11. Community; 2. Planning	SS 8.2.1 Community Membership
SST1b: Community Belonging: Children will build a sense of belonging to a group and follow its rules.	1bYP-3	Understand that rules may be different in different places or situations		G. Community; H. Conflict resolution	11. Community; 14. Moral development	SS 8.2.1 Community Membership:
SST1b: Community Belonging: Children will build a sense of belonging to a group and follow its rules.	1bYP-4	Display interest in helping others		F. Building relationships with other children; G. Community	10. Empathy; 11. Community	SE 2.2.2 Social-Awareness and Relationships. S 8.2.1 Community Membership:
SST1b: Community Belonging: Children will build a sense of belonging to a group and follow its rules.	1bOP-1	Differentiate groups they belong to	Older Preschoolers (60mo/5yr)	FF. Knowledge of self and others; G. Community	11. Community; 53. Diversity	SS 8.1.1 Self & Social Systems:
SST1b: Community Belonging: Children will build a sense of belonging to a group and follow its rules.	1bOP-2	Follow routines and schedules		A. Initiative and planning; G. Community	2. Planning; 11. Community	AL 1.1.2 Initiative & Planning, SS 8.2.1 Community Membership:
SST1b: Community Belonging: Children will build a sense of belonging to a group and follow its rules.	1bOP-3	Understand natural and logical consequences for not following rules		G. Community; H. Conflict resolution	14. Moral development; 15. Conflict resolution; 11. Community	SS 8.2.1 Community Membership
SST1b: Community Belonging: Children will build a sense of belonging to a group and follow its rules.	1bOP-4	Seek out opportunities for leadership		G. Community; A. Initiative and planning	11. Community; 55. Decision making; 12. Building relationships	SS 8.2.1 Community Membership:
SST1c: Diversity and Culture: Children will show understanding of how people and customs are alike and different.	1cl-1	Show enjoyment when adult names or plays games like “peekaboo” or “This Little Piggy”	Infants (9-12mo)	E. Building relationships with adults; M. Listening and comprehension	21. Enjoying language; 6. Relationships with adults; 40. Responding to music	Language and Literacy 4.1.5, 9.2.1
SST1c: Diversity and Culture: Children will show understanding of how people and customs are alike and different.	1cl-2	Show interest in others' differences in appearance		FF. Knowledge of self and others	4. Distinguishing self and others; 9. Empathy	Social Studies 8.1.1
SST1c: Diversity and Culture: Children will show understanding of how people and customs are alike and different.	1cl-3	Explore culturally diverse music and books, with adult support		Q. Book enjoyment and knowledge; Y. Music	21. Enjoying language; 39. Listening to music; 6. Relationships with adults	Creative Arts 9.2.1, Language and Literacy 4.3.1
SST1c: Diversity and Culture: Children will show understanding of how people and customs are alike and different.	1cYT-1	Gaze at self in the mirror	Young Toddlers (18-24mo)	FF. Knowledge of self and others	4. Distinguishing self and others	Social Studies 8.1.1
SST1c: Diversity and Culture: Children will show understanding of how people and customs are alike and different.	1cYT-2	Show curiosity and explore characteristics of others		FF. Knowledge of self and others	4. Distinguishing self and others; 9. Empathy	Social Studies 8.1.1
SST1c: Diversity and Culture: Children will show understanding of how people and customs are alike and different.	1cYT-3	Participate in music, literature, etc. surrounding holiday, cultural and/or birthday celebrations		G. Community; Q. Book enjoyment and knowledge; Y. Music	11. Group participation; 21. Enjoying language; 39. Listening to music	Creative Arts 9.2.1, Language and Literacy 4.3.1
SST1c: Diversity and Culture: Children will show understanding of how people and customs are alike and different.	1cOT-1	Identify own traits and characteristics	Older Toddlers (36mo/3yr)	FF. Knowledge of self and others; L. Speaking	4. Distinguishing self and others; 19. Speaking	Social Studies 8.1.1, Language and Literacy 4.1.1
SST1c: Diversity and Culture: Children will show understanding of how people and customs are alike and different.	1cOT-2	Recognize the way self is the same or different than others		FF. Knowledge of self and others	4. Distinguishing self and others; 9. Empathy	Social Studies 8.1.1
SST1c: Diversity and Culture: Children will show understanding of how people and customs are alike and different.	1cOT-3	Recognize that people celebrate different events or have different customs		FF. Knowledge of self and others; G. Community	11. Group participation; 21. Enjoying language; 39. Listening to music	Social Studies 8.1.1, Language and Literacy 4.3.1
SST1c: Diversity and Culture: Children will show understanding of how people and customs are alike and different.	1cYP-1	Describe own traits and characteristics	Young Preschoolers (48mo/4yr)	FF. Knowledge of self and others; L. Speaking	7. Self-identity; 53. Diversity; 22. Speaking	SS 8.1.1 Self & Social Systems
SST1c: Diversity and Culture: Children will show understanding of how people and customs are alike and different.	1cYP-2	Identify differences and similarities in physical characteristics of self and others		FF. Knowledge of self and others	53. Diversity; 7. Self-identity	SS 8.1.1 Self & Social Systems

SST 2: SOCIAL STUDIES CONCEPTS	SST1c: Diversity and Culture: Children will show understanding of how people and customs are alike and different.	1cYP-3	Identify traditions of family and other cultures		FF. Knowledge of self and others; G. Community	3. Diversity; 22. Speaking	SS 8.1.1 Self & Social Systems:
	SST1c: Diversity and Culture: Children will show understanding of how people and customs are alike and different.	1cOP-1	Compare traits and characteristics of self with others	Older Preschoolers (60mo/5yr)	FF. Knowledge of self and others; L. Speaking	53. Diversity; 7. Self-identity; 22. Speaking	SS 8.1.1 Self & Social Systems:
	SST1c: Diversity and Culture: Children will show understanding of how people and customs are alike and different.	1cOP-2	Discuss differences and similarities between themselves and others		FF. Knowledge of self and others; L. Speaking	53. Diversity; 22. Speaking	SS 8.1.1 Self & Social Systems:
	SST1c: Diversity and Culture: Children will show understanding of how people and customs are alike and different.	1cOP-3	Show appreciation of own culture or customs		FF. Knowledge of self and others; G. Community	53. Diversity; 11. Community	SS 8.1.1 Self & Social Systems:
	SST2a: Economics: Children will understand about supply and demand, why people work, money, and community helpers.	2aI-1	Depend on others to meet needs and wants	Infants (9-12mo)	E. Building relationships with adults	5. Attachment; 6. Relationships with adults	Social Emotional 2.2.1, Language and Literacy 4.1.3
	SST2a: Economics: Children will understand about supply and demand, why people work, money, and community helpers.	2aI-2	Explore costumes and props that represent community helpers		AA. Pretend play; G. Community	36. Imitating and pretending; 22. Exploring objects	Creative Arts 9.4.1
	SST2a: Economics: Children will understand about supply and demand, why people work, money, and community helpers.	2aYT-1	Express wants and needs with simple phrases or gestures	Young Toddlers (18-24mo)	L. Speaking; E. Building relationships with adults	17. Nonverbal communication; 18. Two-way communication; 19. Speaking	Language and Literacy 4.1.1,4.1.3
	SST2a: Economics: Children will understand about supply and demand, why people work, money, and community helpers.	2aYT-2	Engage with costumes and props that represent community helpers		AA. Pretend play; G. Community	36. Imitating and pretending; 22. Exploring objects	Creative Arts 9.4.1
	SST2a: Economics: Children will understand about supply and demand, why people work, money, and community helpers.	2aOT-1	Request specific strategies to alleviate needs and wants	Older Toddlers (36mo/3yr)	L. Speaking; E. Building relationships with adults	18. Two-way communication; 19. Speaking; 2. Problem solving	Approaches to Learning 1.3.1, Language and Literacy 4.1.3
	SST2a: Economics: Children will understand about supply and demand, why people work, money, and community helpers.	2aOT-2	Recognize community helpers through uniforms and equipment		FF. Knowledge of self and others; G. Community	4. Distinguishing self and others; 22. Exploring objects	Social Studies 8.5.1
	SST2a: Economics: Children will understand about supply and demand, why people work, money, and community helpers.	2aOT-3	Show understanding of community helper's roles		G. Community; FF. Knowledge of self and others	36. Imitating and pretending; 4. Distinguishing self and others	Social Studies 8.5.1, Creative Arts 9.4.1
	SST2a: Economics: Children will understand about supply and demand, why people work, money, and community helpers.	2aOT-4	Show an emerging understanding of the purpose of money		G. Community	22. Exploring objects; 35. Cause and effect	Social Studies 8.5.2
	SST2a: Economics: Children will understand about supply and demand, why people work, money, and community helpers.	2aYP-1	Begin to recognize the difference between wants and needs	Young Preschoolers (48mo/4yr)	FF. Knowledge of self and others; G. Community	54. Community roles; 22. Speaking	SS 8.5.2 Economic Systems:
	SST2a: Economics: Children will understand about supply and demand, why people work, money, and community helpers.	2aYP-2	Identify various community helpers through their uniforms and equipment		G. Community; FF. Knowledge of self and others	54. Community roles	SS 8.5.1 Economic Systems
	SST2a: Economics: Children will understand about supply and demand, why people work, money, and community helpers.	2aYP-3	Express understanding of occupations through dramatic play		AA. Pretend play; G. Community	43. Pretend play; 54. Community roles	SS 8.5.1 Economic Systems, SS 8.5.1 Economic Systems:
	SST2a: Economics: Children will understand about supply and demand, why people work, money, and community helpers.	2aYP-4	Demonstrate awareness of the purpose of jobs, money and its exchange		G. Community	54. Community roles	SS 8.5.1 Economic Systems, SS 8.5.2 Economic Systems:
	SST2a: Economics: Children will understand about supply and demand, why people work, money, and community helpers.	2aOP-1	Realize that people depend on others to have needs met	Older Preschoolers (60mo/5yr)	G. Community; FF. Knowledge of self and others	54. Community roles; 22. Speaking	SS 8.5.1 Economic Systems
	SST2a: Economics: Children will understand about supply and demand, why people work, money, and community helpers.	2aOP-2	Describe roles of various community helpers and workers		G. Community; L. Speaking	54. Community roles; 22. Speaking	SS 8.5.1 Economic Systems
	SST2a: Economics: Children will understand about supply and demand, why people work, money, and community helpers.	2aOP-3	Describe occupations' roles and purposes		G. Community; L. Speaking	54. Community roles; 22. Speaking	SS 8.5.1 Economic Systems
	SST2a: Economics: Children will understand about supply and demand, why people work, money, and community helpers.	2aOP-4	Understand the purpose of saving for tomorrow		G. Community	54. Community roles; 55. Decision making	SS 8.5.2 Economic Systems:
	SST2b: Geography: Children will identify basic concepts of location and features in the community.	2bI-1	Explore surroundings and materials in the environment	Infants (9-12mo)	DD. Natural and physical world; BB. Observing and classifying	22. Exploring objects; 31. Seeing from different viewpoints	Approaches to Learning 1.1.1, Social Studies 8.3.1
	SST2b: Geography: Children will identify basic concepts of location and features in the community.	2bYT-1	Locate familiar objects when given basic directions	Young Toddlers (18-24mo)	T. Geometry: Shapes and spatial awareness; M. Listening and comprehension	28. Locating objects; 16. Listening and responding	Language and Literacy 4.1.2, Social Studies 8.3.1
	SST2b: Geography: Children will identify basic concepts of location and features in the community.	2bYT-2	Recognize familiar locations		GG. Geography; FF. Knowledge of self and others	28. Locating objects; 32. Anticipating events	Social Studies 8.3.1
	SST2b: Geography: Children will identify basic concepts of location and features in the community.	2bOT-1	Follow requests or instructions that involve direction words or prepositions		T. Geometry: Shapes and spatial awareness; M. Listening and comprehension	28. Locating objects; 16. Listening and responding	Language and Literacy 4.1.2, Social Studies 8.3.1

SST2b: Geography: Children will identify basic concepts of location and features in the community.	2bOT-2	Point out familiar places in the neighborhood	Older Toddlers (36mo/3yr)	GG. Geography; FF. Knowledge of self and others	28. Locating objects; 4. Distinguishing self and others	Social Studies 8.3.1, Language and Literacy 4.1.1
SST2b: Geography: Children will identify basic concepts of location and features in the community.	2bOT-3	Use different materials that represent geographical features		GG. Geography; AA. Pretend play	37. Exploring art materials; 36. Imitating and pretending	Social Studies 8.3.1, Creative Arts 9.4.1
SST2b: Geography: Children will identify basic concepts of location and features in the community.	2bYP-1	Talk about the location of objects, such as near and far	Young Preschoolers (48mo/4yr)	T. Geometry: Shapes and spatial awareness; L. Speaking	45. Position and direction; 22. Speaking	M. 5.3.1 Geometry & Spatial Sense
SST2b: Geography: Children will identify basic concepts of location and features in the community.	2bYP-2	Identify landmarks or places through their logos and signs		GG. Geography; O. Alphabetic knowledge	56. Geography; 24. Phonological awareness	SS 8.3.1 Geography
SST2b: Geography: Children will identify basic concepts of location and features in the community.	2bYP-3	Draw pictures of geographical features in the neighborhood		GG. Geography; X. Art	56. Geography; 42. Drawing and painting	SS 8.3.1 Geography, CA 9.1.1 Visual Arts:
SST2b: Geography: Children will identify basic concepts of location and features in the community.	2bYP-4	Show interest in geographic tools, such as globes, GPS, or maps		GG. Geography	56. Geography; 52. Tools and technology	SS 8.3.1 Geography
SST2b: Geography: Children will identify basic concepts of location and features in the community.	2bOP-1	Use directional terms such as turn left, straight ahead	Older Preschoolers (60mo/5yr)	GG. Geography; T. Geometry: Shapes and spatial awareness; L. Speaking	45. Position and direction; 22. Speaking	M 5.3.1 Geometry & Spatial Sense:
SST2b: Geography: Children will identify basic concepts of location and features in the community.	2bOP-2	Name own street, town and/or neighborhood		GG. Geography; L. Speaking	56. Geography; 22. Speaking	SS 8.3.1 Geography
SST2b: Geography: Children will identify basic concepts of location and features in the community.	2bOP-3	Create representations of different landforms and landmarks during play		GG. Geography; X. Art; AA. Pretend play	56. Geography; 43. Pretend play; 42. Drawing and painting	SS 8.3.1 Geography, CA 9.4.1 Dramatic Play
SST2b: Geography: Children will identify basic concepts of location and features in the community.	2bOP-4	Use geographic tools to identify landmarks in a specific location		GG. Geography	6. Geography; 52. Tools and technology	SS 8.3.1 Geography
SST2c: History: Children will demonstrate an understanding of events and people from the past and present.	2cl-1	Show anticipation for routine activities	Infants (9-12mo)	A. Initiative and planning	23. Object permanence	Social Studies 8.4.1
SST2c: History: Children will demonstrate an understanding of events and people from the past and present.	2cl-2	Demonstrate beginning understanding of object permanence		BB. Observing and classifying	23. Object permanence	Social Studies 6.1.1
SST2c: History: Children will demonstrate an understanding of events and people from the past and present.	2cYT-1	Show anticipation for scheduled activities	Young Toddlers (18-24mo)	A. Initiative and planning	32. Anticipating events; 33. Time intervals	Social Studies 8.4.1
SST2c: History: Children will demonstrate an understanding of events and people from the past and present.	2cYT-2	Respond to familiar sequences and routines		A. Initiative and planning; M. Listening and comprehension	32. Anticipating events; 33. Time intervals; 16. Listening and responding	Social Studies 8.4.1
SST2c: History: Children will demonstrate an understanding of events and people from the past and present.	2cYT-3	Recognize the end of an activity		A. Initiative and planning	33. Time intervals	Social Studies 8.4.1
SST2c: History: Children will demonstrate an understanding of events and people from the past and present.	2cOT-1	Describe what happens next in a routine	Older Toddlers (36mo/3yr)	L. Speaking; A. Initiative and planning	32. Anticipating events; 19. Speaking	Social Studies 8.4.1, Language and Literacy 4.1.1
SST2c: History: Children will demonstrate an understanding of events and people from the past and present.	2cOT-2	Begin to connect past and present experiences		HH. History; L. Speaking	32. Anticipating events; 33. Time intervals; 19. Speaking	Social Studies 8.4.2
SST2c: History: Children will demonstrate an understanding of events and people from the past and present.	2cOT-3	Recognize the beginning and end of an activity		A. Initiative and planning	33. Time intervals	Social Studies 8.4.1
SST2c: History: Children will demonstrate an understanding of events and people from the past and present.	2cOT-4	Imitate a sequence for a routine during play		AA. Pretend play; HH. History	36. Imitating and pretending; 32. Anticipating events	Social Studies 8.4.1, Creative Arts9.4.1
SST2c: History: Children will demonstrate an understanding of events and people from the past and present.	2cOT-5	Show understanding of words that describe time		L. Speaking; M. Listening and comprehension	33. Time intervals; 19. Speaking; 16. Listening and responding	Social Studies 8.4.1,Language and Literacy4.1.2
SST2c: History: Children will demonstrate an understanding of events and people from the past and present.	2cYP-1	Describe the steps of a routine	Young Preschoolers (48mo/4yr)	A. Initiative and planning; L. Speaking	2. Planning; 57. History; 22. Speaking	AL 1.1.2 Initiative & Planning,SS 8.4.1 History
SST2c: History: Children will demonstrate an understanding of events and people from the past and present.	2cYP-2	Recognize how past events relate to their circumstances		HH. History; FF. Knowledge of self and others	57. History; 6. Reflection	SS 8.4.1 History
SST2c: History: Children will demonstrate an understanding of events and people from the past and present.	2cYP-3	Talk about past experiences/events		HH. History; L. Speaking	57. History; 22. Speaking; 6. Reflection	SS 8.4.1 History
SST2c: History: Children will demonstrate an understanding of events and people from the past and present.	2cYP-4	Recall parts of a story or what happened during the day		HH. History; M. Listening and comprehension	57. History; 21. Comprehension; 6. Reflection	SS 8.4.1 History, LL 4.2.2 Comprehension:

	SST2c: History: Children will demonstrate an understanding of events and people from the past and present.	2cYP-5	Use words that indicate time, but they may be inaccurate		HH. History; L. Speaking		
	SST2c: History: Children will demonstrate an understanding of events and people from the past and present.	2cOP-1	Use the posted schedule to describe the day's activities		A. Initiative and planning; HH. History; L. Speaking	57. History; 23. Vocabulary	SS 8.4.1 History:
	SST2c: History: Children will demonstrate an understanding of events and people from the past and present.	2cOP-2	Distinguish between events that happened in the past, present or future		HH. History	2. Planning; 57. History; 22. Speaking	AL 1.1.2 Initiative & Planning, SS 8.4.1 History
	SST2c: History: Children will demonstrate an understanding of events and people from the past and present.	2cOP-3	Talk about an event that happened or will happen		HH. History	57. History	SS 8.4.1 History
	SST2c: History: Children will demonstrate an understanding of events and people from the past and present.	2cOP-4	Discuss past experiences or events in the correct sequence	Older Preschoolers (60mo/5yr)	HH. History; L. Speaking	57. History; 22. Speaking	SS 8.4.1 History
	SST2c: History: Children will demonstrate an understanding of events and people from the past and present.	2cOP-5	Use time vocabulary with some accuracy		HH. History; L. Speaking; C. Reflection	7. History; 6. Reflection; 22. Speaking	SS 8.4.1 History, AL 1.3.2 Problem Solving & Reflection
	SST2c: History: Children will demonstrate an understanding of events and people from the past and present.				HH. History; L. Speaking	57. History; 23. Vocabulary; 22. Speaking	SS 8.4.1 History