HIGHSCOPE®

THE HIGHSCOPE curriculum AND COR Advantage®

Alabama Standards for Early Learning and Development: Section 2

ALIGN MENT

Domain	Topic	Goal	Indicator Code	Indicator	Age Band	COR Advantage Items	Key Developmental Indicators (KDIs)	Early Learning Goals (ELGs)
Approaches to Play and Learning	APL 1: PLAY	APL1a: Imaginative Play: Children will use their imaginations to learn about the world around them.	1aI-1	Use a familiar object for a different purpose or in a different way	Infants (9-12mo)	AA. Pretend play	36. Imitating and pretending: Children imitate and pretend.	Creative Arts – 9.4.1 Children participate in play scenarios.
			1aI-2	Imitate observed actions		AA. Pretend play	36. Imitating and pretending: Children imitate and pretend.	Creative Arts – 9.4.1 Children participate in play scenarios.
			1aYT-1	Use objects for a real or imagined purpose	Young Toddlers (18-24mo)	AA. Pretend play	36. Imitating and pretending: Children imitate and pretend.	Creative Arts – 9.4.1 Children participate in play scenarios.
			1aYT-2	Imitate or act out real life events		AA. Pretend play	36. Imitating and pretending: Children imitate and pretend.	Creative Arts – 9.4.1 Children participate in play scenarios.
			1aOT-1	Use objects to represent something different	Older Toddlers (36mo/3yr)	AA. Pretend play	36. Imitating and pretending: Children imitate and pretend.	Creative Arts – 9.4.1 Children participate in play scenarios.
			1aOT-2	Pretend to be somebody or something other than self		AA. Pretend play	36. Imitating and pretending: Children imitate and pretend.	Creative Arts – 9.4.1 Children participate in play scenarios.
			1aYP-1	Engage in make-believe play that mimics real-life experiences	Young Preschoolers (48mo/4yr)	AA. Pretend play; FF. Knowledge of self and others	43. Pretend play; 54. Community roles	Creative Arts CA 9.4.1 – Children create play scenarios. Social Studies SS 8.5.1 – Children identify roles within their family, classroom, and community and describe the different work people do to help others.
			1aYP-2	Coordinate play with another, beginning to assign roles		F. Building relationships with other children; AA. Pretend play	13. Cooperative play; 43. Pretend play	Social and Emotional Learning SE 2.2.1 – Children establish and maintain positive relationships with both children and adults. Creative Arts CA 9.4.1 – Children create play scenarios.
			1aYP-3	Invent an imaginary friend		AA. Pretend play; L. Speaking	43. Pretend play; 22. Speaking	Creative Arts CA 9.4.1 – Children create play scenarios. Language and Literacy LL 4.1.1 – Children use their home language(s) and other forms of communication to express ideas and participate in learning.
			1aOP-1	Use props and create characters as part of pretend play	Older Preschoolers (60mo/5yr)	AA. Pretend play; X. Art	43. Pretend play; 40. Art	Creative Arts CA 9.4.1 – Children create play scenarios. Creative Arts CA 9.1.1 – Children initiate and lead as they create 2-D and 3-D art representations.
			1aOP-2	Engage in elaborate and sustained imaginative play		AA. Pretend play; A. Initiative and planning	43. Pretend play; 3. Engagement	Creative Arts CA 9.4.1 – Children create play scenarios. Approaches to Learning AL 1.2.1 – Children sustain attention and engagement during both child- and adult-initiated experiences.
			1aOP-3	Distinguish between real life and fantasy		AA. Pretend play; FF. Knowledge of self and others	43. Pretend play; 7. Self-identity	Creative Arts CA 9.4.1 – Children create play scenarios. Social Studies SS 8.1.1 – Children recognize and describe similarities and differences among themselves and others in their families, classroom, and local community.
		APL1b: Collaborative Play: Children will learn to work and play together to achieve a common goal.	1bI-1	Observe and seek to be near another baby or child	Infants (9-12mo)	F. Building relationships with other children	7. Relationships with peers: Children build relationships with peers.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
			1bI-2	Engage in simple turn-taking		F. Building relationships with other children	10. Playing with others: Children play with others.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
			1bI-3	Engage in imitative play actions with adults		AA. Pretend play E. Building relationships with adults	36. Imitating and pretending: Children imitate and pretend. 6. Relationships with adults: Children build relationships with other adults.	Creative Arts – 9.4.1 Children participate in play scenarios. Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
			1bYT-1	Play near another child with different toys or activities	Young Toddlers (18-24mo)	F. Building relationships with other children	10. Playing with others: Children play with others.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
			1bYT-2	Seek adult or peer audience during play		E. Building relationships with adults F. Building relationships with other children	6. Relationships with adults: Children build relationships with other adults. 7. Relationships with peers: Children build relationships with peers.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults.

			1bYT-3	Initiate imitative play games		AA. Pretend play	36. Imitating and pretending: Children imitate and pretend.	Creative Arts – 9.4.1 Children participate in play scenarios.
			1bOT-1	Play alongside other children	Older Toddlers (36mo/3yr)	F. Building relationships with other children	10. Playing with others: Children play with others.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
			1bOT-2	Share toys or materials with adult support		F. Building relationships with other children H. Conflict resolution	10. Playing with others: Children play with others.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults. Social Emotional – 2.2.3 Children use positive strategies to resolve social problems with adult support.
			1bOT-3	Help a friend during a play experience		F. Building relationships with other children	9. Empathy: Children show empathy toward the feelings and needs of others.	Social Emotional – 2.2.2 Children show empathy for others through comforting actions.
			1bYP-1	Interact with others to create play scenarios	Young Preschoolers (48mo/4yr)	AA. Pretend play; F. Building relationships with other children	43. Pretend play; 13. Cooperative play; 12. Building relationships	Creative Arts | Dramatic Play | CA 9.4.1 – Children create play scenarios. Social and Emotional Learning | Social-Awareness and Relationships | SE 2.2.1 – Children establish and maintain positive relationships with both children and adults.
			1bYP-2	Begin to develop friendships, showing preferences for specific children		F. Building relationships with other children	12. Building relationships	Social and Emotional Learning | Social-Awareness and Relationships | SE 2.2.1 – Children establish and maintain positive relationships with both children and adults.
			1bYP-3	Communicate interest in others' ideas through verbal and nonverbal means		F. Building relationships with other children; L. Speaking	12. Building relationships; 22. Speaking; 10. Empathy	Social and Emotional Learning | Social-Awareness and Relationships | SE 2.2.1 – Children establish and maintain positive relationships with both children and adults. Language, Literacy, and Communication | Language & Communication | LL 4.1.1 – Children use their home language(s) and other forms of communication to express ideas and participate in learning.
			1bYP-4	Express knowledge of everyday lives and culture through play		AA. Pretend play; FF. Knowledge of self and others	43. Pretend play; 53. Diversity; 54. Community roles	Creative Arts | Dramatic Play | CA 9.4.1 – Children create play scenarios. Social Studies | Self & Social Systems | SS 8.1.1 – Children recognize and describe similarities and differences among themselves and others in their families, classroom, and local community.
			1bOP-1	Develop and sustain complex play themes and roles in cooperation with peers	Older Preschoolers (60mo/5yr)	AA. Pretend play; F. Building relationships with other children	43. Pretend play; 13. Cooperative play; 12. Building relationships	Creative Arts | Dramatic Play | CA 9.4.1 – Children create play scenarios. Social and Emotional Learning | Social-Awareness and Relationships | SE 2.2.1 – Children establish and maintain positive relationships with both children and adults.
			1bOP-2	Seek out specific children to engage in play experiences		F. Building relationships with other children	12. Building relationships; 13. Cooperative play	Social and Emotional Learning | Social-Awareness and Relationships | SE 2.2.1 – Children establish and maintain positive relationships with both children and adults.
			1bOP-3	Take another's perspective		D. Emotions; F. Building relationships with other children	10. Empathy; 12. Building relationships	Social and Emotional Learning | Social-Awareness and Relationships | SE 2.2.2 – Children show empathy for others through comforting actions/words, identify how their actions made others feel, and give a simple explanation behind others' emotional expressions.
			1bOP-4	Articulate values and "rules" through play		G. Community; AA. Pretend play	14. Moral development; 11. Community; 43. Pretend play	Social Studies | Community Membership | SS 8.2.1 – Children collaboratively generate solution(s) that benefit the classroom community or solve problems that occur in the classroom community with adult support. Creative Arts | Dramatic Play | CA 9.4.1 – Children create play scenarios.

	APL 2: CONSTRUCTING	APL2a: Persistence, Engagement, and Attention: Children will develop the ability to focus their attention and concentrate to complete tasks.	2aI-1	Focus attention on people or objects nearby	Infants (9-12mo)	A. Initiative and planning	1. Initiative: Children express initiative.	
			2aI-2	Deliberately try to make things happen		CC. Experimenting, predicting, and drawing conclusions	35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect	
			2aI-3	Attend to different sights, sounds or people in the environment		G. Community	16. Listening and responding: Children listen and respond.	
			2aI-4	Repeat action multiple times for enjoyment		CC. Experimenting, predicting, and drawing conclusions	35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect	
			2aYT-1	Focus attention on activities or people for a short period of time	Young Toddlers (18-24mo)	A. Initiative and planning	1. Initiative: Children express initiative.	
			2aYT-2	Repeat tasks and activities over and over again to achieve a goal		B. Problem solving with materials	2. Problem solving: Children solve problems encountered in exploration and play.	
			2aYT-3	Show interest in activities going on in the environment		G. Community	1. Initiative: Children express initiative.	
			2aYT-4	Show delight after a completed activity or act		C. Reflection	1. Initiative: Children express initiative.	
			2aYT-5	Demonstrate desire to complete tasks by self		K. Personal care and healthy behavior	3. Self-help: Children do things for themselves.	
			2aOT-1	Focus on a task but may lose interest	Older Toddlers (36mo/3yr)	A. Initiative and planning	1. Initiative: Children express initiative.	
			2aOT-2	Repeat actions or events to gain mastery		B. Problem solving with materials	2. Problem solving: Children solve problems encountered in exploration and play.	
			2aOT-3	Attend to a selected activity in the environment		A. Initiative and planning	1. Initiative: Children express initiative.	
			2aOT-4	Show delight in accomplishing a challenging task		C. Reflection	1. Initiative: Children express initiative.	
			2aOT-5	Complete a task from start to finish with adult support		B. Problem solving with materials	2. Problem solving: Children solve problems encountered in exploration and play.	
			2aYP-1	Maintain focus on a project over a period of time with adult support	Young Preschoolers (48mo/4yr)	A. Initiative and planning; C. Reflection	3. Engagement; 2. Planning	Approaches to Learning AL 1.2.1 – Children sustain attention and engagement during both child- and adult-initiated experiences. Approaches to Learning AL 1.1.2 – Children communicate their thoughts and decisions as they make plans, identify steps to accomplish their goal, and follow through.
			2aYP-2	Try different ways to complete a task when something doesn't work		B. Problem solving with materials; A. Initiative and planning	4. Problem solving; 3. Engagement	Approaches to Learning AL 1.3.1 – Children recognize problems with materials, tools, or processes and adapt their strategies to develop solutions, applying what they learn to new situations. Approaches to Learning AL 1.2.2 – Children sustain effort through new or difficult tasks by repeating an action, seeking peer or teacher support, and/or adjusting strategies.
			2aYP-3	Stay engaged in an activity or task while other activities are occurring in the environment		A. Initiative and planning	3. Engagement	Approaches to Learning AL 1.2.1 – Children sustain attention and engagement during both child- and adult-initiated experiences.
			2aYP-4	Express satisfaction in a completed task		C. Reflection; D. Emotions	8. Sense of competence; 6. Reflection	Approaches to Learning AL 1.3.2 – Children reflect upon their experiences by communicating about what they did and/or learned after an event. Social and Emotional Development SE 2.1.1 – Children name emotions and identify how others make them feel.
			2aYP-5	Express goals and follow through with them.		A. Initiative and planning; C. Reflection	2. Planning; 1. Initiative	Approaches to Learning AL 1.1.2 – Children communicate their thoughts and decisions as they make plans, identify steps to accomplish their goal, and follow through. Approaches to Learning AL 1.1.1 – Children take the lead in investigating their environment, making their own choices about what to explore and how to participate in new experiences.

			2aOP-1	Stay focused on activities and tasks until completion	Older Preschoolers (60mo/5yr)	A. Initiative and planning	3. Engagement	Approaches to Learning AL 1.2.1 – Children sustain attention and engagement during both child- and adult-initiated experiences. Approaches to Learning AL 1.2.2 – Children sustain effort through new or difficult tasks by repeating an action, seeking peer or teacher support, and/or adjusting strategies.
			2aOP-2	Persist with task completion even after previous efforts have failed		B. Problem solving with materials; A. Initiative and planning	4. Problem solving; 3. Engagement	Approaches to Learning AL 1.2.2 – Children sustain effort through new or difficult tasks by repeating an action, seeking peer or teacher support, and/or adjusting strategies. Approaches to Learning AL 1.3.1 – Children recognize problems with materials, tools, or processes and adapt their strategies to develop solutions, applying what they learn to new situations.
			2aOP-3	Stay engaged in an activity or task despite interruptions		A. Initiative and planning	3. Engagement	Approaches to Learning AL 1.2.1 – Children sustain attention and engagement during both child- and adult-initiated experiences.
			2aOP-4	Generalize the success to another task		C. Reflection; B. Problem solving with materials	6. Reflection; 4. Problem solving	Approaches to Learning AL 1.3.1 – Children recognize problems with materials, tools, or processes and adapt their strategies to develop solutions, applying what they learn to new situations. Approaches to Learning AL 1.3.2 – Children reflect upon their experiences by communicating about what they did and/or learned after an event.
			2aOP-5	Set simple goals that extend over time, make plans and follow through		A. Initiative and planning; C. Reflection	2. Planning; 3. Engagement	Approaches to Learning AL 1.1.2 – Children communicate their thoughts and decisions as they make plans, identify steps to accomplish their goal, and follow through. Approaches to Learning AL 1.2.2 – Children sustain effort through new or difficult tasks by repeating an action, seeking peer or teacher support, and/or adjusting strategies.
		APL2b: Task Analysis: Children will identify the steps needed to achieve a goal.	2bYT-1	Observe another's actions and replicate	Young Toddlers (18-24mo)	AA. Pretend play	36. Imitating and pretending: Children imitate and pretend.	Creative Arts – 9.4.1 Children participate in play scenarios.
			2bYT-2	Anticipate the next step of a familiar routine or activity		HH. History	32. Anticipating events: Children anticipate familiar events.	Approaches to Learning – 1.2.1 Children sustain attention and engagement during routines and child-initiated experiences for short periods of time.
			2bYT-3	Use a variety of ways to meet a goal		B. Problem solving with materials	2. Problem solving: Children solve problems encountered in exploration and play.	Approaches to Learning – 1.3.1 Children communicate the presence of a problem(s) with materials and, with assistance, consider possible sources and solutions to the problem(s).
			2bOT-1	Notice similarities and differences between tasks	Older Toddlers (36mo/3yr)	BB. Observing and classifying	24. Exploring same and different: Children explore and notice how things are the same or different.	Mathematics – 5.6.1 Children identify similarities and differences in order to sort according to one attribute.
			2bOT-2	Describe the sequence of a familiar routine		HH. History	32. Anticipating events: Children anticipate familiar events.	Social Studies – 8.4.1 Children communicate about recent events.
			2bOT-3	Make choices to achieve a goal		A. Initiative and planning	1. Initiative: Children express initiative.	Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences.
			2bYP-1	Consider different ways to approach the same task with adult help		B. Problem solving with materials; A. Initiative and planning	4. Problem solving; 2. Planning	Approaches to Learning AL 1.3.1 – Children recognize problems with materials, tools, or processes and adapt their strategies to develop solutions, applying what they learn to new situations. Approaches to Learning AL 1.1.2 – Children communicate their thoughts and decisions as they make plans, identify steps to accomplish their goal, and follow through.

			2bYP-2	With adult support, develop the steps needed to complete a simple task	Young Preschoolers (48mo/4yr)	A. Initiative and planning; B. Problem solving with materials	2. Planning; 4. Problem solving	Approaches to Learning AL 1.1.2 – Children communicate their thoughts and decisions as they make plans, identify steps to accomplish their goal, and follow through. Approaches to Learning AL 1.3.1 – Children recognize problems with materials, tools, or processes and adapt their strategies to develop solutions, applying what they learn to new situations.
			2bYP-3	Express short term goals or plans and follow through with them		A. Initiative and planning	2. Planning; 1. Initiative	Approaches to Learning AL 1.1.2 – Children communicate their thoughts and decisions as they make plans, identify steps to accomplish their goal, and follow through.
			2bOP-1	Demonstrate understanding that a task can be achieved in multiple ways	Older Preschoolers (60mo/5yr)	B. Problem solving with materials; A. Initiative and planning	4. Problem solving; 5. Use of resources	Approaches to Learning AL 1.3.1 – Children recognize problems with materials, tools, or processes and adapt their strategies to develop solutions, applying what they learn to new situations.
			2bOP-2	Break down multi-part tasks into steps		A. Initiative and planning; B. Problem solving with materials	2. Planning; 4. Problem solving	Approaches to Learning AL 1.1.2 – Children communicate their thoughts and decisions as they make plans, identify steps to accomplish their goal, and follow through.
			2bOP-3	Independently identify and seek things needed to complete activities or tasks		A. Initiative and planning; B. Problem solving with materials	5. Use of resources; 1. Initiative; 2. Planning	Approaches to Learning AL 1.1.1 – Children take the lead in investigating their environment, making their own choices about what to explore and how to participate in new experiences. Approaches to Learning AL 1.1.2 – Children communicate their thoughts and decisions as they make plans, identify steps to accomplish their goal, and follow through.
		APL2c: Reasoning and Problem Solving: Children will identify and develop strategies for solving simple problems.	2cI-1	Notice effect of own actions when interacting with a variety of objects and people	Infants (9-12mo)	CC. Experimenting, predicting, and drawing conclusions	35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.	Science – 6.3.2 Children notice how objects move and change.
			2cI-2	Use an object in more than one way		EE. Tools and technology	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Science – 6.3.1 Children observe properties of materials and objects.
			2cI-3	Purposely complete actions to make something happen		CC. Experimenting, predicting, and drawing conclusions	35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.	Science – 6.3.2 Children notice how objects move and change.
			2cI-4	Use an object, action, or adult to accomplish tasks, such as pulling a blanket to reach a toy or pushing a button to hear a sound.		B. Problem solving with materials	2. Problem solving: Children solve problems encountered in exploration and play.	Approaches to Learning – 1.3.1 Children communicate the presence of a problem(s) with materials and, with assistance, consider possible sources and solutions to the problem(s).
			2cYT-1	Observe others' actions with objects and materials	Young Toddlers (18-24mo)	BB. Observing and classifying	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Science – 6.3.1 Children observe properties of materials and objects.
			2cYT-2	Use trial and error to complete a task		B. Problem solving with materials	2. Problem solving: Children solve problems encountered in exploration and play.	Approaches to Learning – 1.2.2 Children sustain effort to achieve their intentions.
			2cYT-3	Repeat action to produce an effect or response		CC. Experimenting, predicting, and drawing conclusions	35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.	Science – 6.3.2 Children notice how objects move and change.
			2cYT-4	Experiment to find a solution to a problem		B. Problem solving with materials	2. Problem solving: Children solve problems encountered in exploration and play.	Approaches to Learning – 1.3.1 Children communicate the presence of a problem(s) with materials and, with assistance, consider possible sources and solutions to the problem(s).
			2cOT-1	Repeat action to obtain a specific effect		CC. Experimenting, predicting, and drawing conclusions	35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.	Science – 6.3.2 Children notice how objects move and change.

			2cOT-2	Try a new way to solve a problem	Older Toddlers (36mo/3yr)	B. Problem solving with materials	2. Problem solving: Children solve problems encountered in exploration and play.	Approaches to Learning – 1.3.1 Children communicate the presence of a problem(s) with materials and, with assistance, consider possible sources and solutions to the problem(s).
			2cOT-3	Purposely complete actions to make something happen		CC. Experimenting, predicting, and drawing conclusions	35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.	Science – 6.3.2 Children notice how objects move and change.
			2cOT-4	Imitate others' actions to complete a task or activities		AA. Pretend play	36. Imitating and pretending: Children imitate and pretend.	Creative Arts – 9.4.1 Children participate in play scenarios.
			2cYP-1	Experiment with similar actions on different objects	Young Preschoolers (48mo/4yr)	CC. Experimenting, predicting, and drawing conclusions; BB. Observing and classifying	47. Experimenting; 45. Observing	Science 6.1.1 – Children engage in scientific inquiry by questioning, making observations, making simple predictions, investigating and collecting evidence, and describing what they notice. Approaches to Learning AL 1.3.1 – Children recognize problems with materials, tools, or processes and adapt their strategies to develop solutions, applying what they learn to new situations.
			2cYP-2	Experiment with a variety of strategies to solve a problem		B. Problem solving with materials; CC. Experimenting, predicting, and drawing conclusions	4. Problem solving; 47. Experimenting	Approaches to Learning AL 1.3.1 – Children recognize problems with materials, tools, or processes and adapt their strategies to develop solutions, applying what they learn to new situations. Science 6.1.1 – Children engage in scientific inquiry by questioning, making observations, making simple predictions, investigating and collecting evidence, and describing what they notice.
			2cYP-3	Apply previously-successful strategies to complete a task		B. Problem solving with materials; C. Reflection	4. Problem solving; 6. Reflection	Approaches to Learning AL 1.3.1 – Children recognize problems with materials, tools, or processes and adapt their strategies to develop solutions, applying what they learn to new situations. Approaches to Learning AL 1.3.2 – Children reflect upon their experiences by communicating about what they did and/or learned after an event.
			2cYP-4	Seek and make use of ideas and help from adults and peers to solve problems		B. Problem solving with materials; E. Building relationships with adults	4. Problem solving; 5. Use of resources; 12. Building relationships	Approaches to Learning AL 1.3.1 – Children recognize problems with materials, tools, or processes and adapt their strategies to develop solutions, applying what they learn to new situations. Social and Emotional Learning SE 2.2.1 – Children establish and maintain positive relationships with both children and adults.
			2cOP-1	Apply prior knowledge and experiences to new ideas and activities		C. Reflection; B. Problem solving with materials	6. Reflection; 5. Use of resources	Approaches to Learning AL 1.3.2 – Children reflect upon their experiences by communicating about what they did and/or learned after an event. Approaches to Learning AL 1.3.1 – Children recognize problems with materials, tools, or processes and adapt their strategies to develop solutions, applying what they learn to new situations.
			2cOP-2	Describe the steps they will use to solve a problem	Older	A. Initiative and planning; B. Problem solving with materials	2. Planning; 4. Problem solving; 22. Speaking	Approaches to Learning AL 1.1.2 – Children communicate their thoughts and decisions as they make plans, identify steps to accomplish their goal, and follow through. Approaches to Learning AL 1.3.1 – Children recognize problems with materials, tools, or processes and adapt their strategies to develop solutions, applying what they learn to new situations.

			2cOP-3	Evaluate different strategies for problem solving and select the strategy they feel will work without trying it	Preschoolers (60mo/5yr)	B. Problem solving with materials; C. Reflection	4. Problem solving; 48. Predicting; 49. Drawing conclusions	Approaches to Learning AL 1.3.1 – Children recognize problems with materials, tools, or processes and adapt their strategies to develop solutions, applying what they learn to new situations. Science 6.1.1 – Children engage in scientific inquiry by questioning, making observations, making simple predictions, investigating and collecting evidence, and describing what they notice.
			2cOP-4	Ask specific questions of adult or peer to solve a problem		B. Problem solving with materials; L. Speaking	4. Problem solving; 5. Use of resources; 22. Speaking	Approaches to Learning AL 1.3.1 – Children recognize problems with materials, tools, or processes and adapt their strategies to develop solutions, applying what they learn to new situations. Language and Literacy LL 4.1.1 – Children use their home language(s) and other forms of communication to express ideas and participate in learning.
	APL 3: WONDERMENT AND INVESTIGATION	APL3a: Curiosity, Invention, and Initiative: Children will show eagerness, imagination, and creativity as they try new tasks.	3aI-1	Show interest and excitement while exploring new experiences in familiar settings	Infants (9-12mo)	A. Initiative and planning	1. Initiative: Children express initiative.	Approaches to Learning — 1.1.1 Children choose how to explore their environment and participate in new experiences.
			3aI-2	Explore materials by using their senses		BB. Observing and classifying	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Science — 6.3.1 Children observe properties of materials and objects.
			3aI-3	Reach for the same objects or toys repeatedly		A. Initiative and planning	1. Initiative: Children express initiative.	Approaches to Learning — 1.2.1 Children sustain attention and engagement during routines and child-initiated experiences for short periods of time.
			3aI-4	Try a new action with a familiar object		CC. Experimenting, predicting, and drawing conclusions	35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.	Science — 6.3.2 Children notice how objects move and change.
			3aYT-1	Delight in finding new properties and uses for familiar objects and experiences	Young Toddlers (18-24mo)	BB. Observing and classifying	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Science — 6.3.1 Children observe properties of materials and objects.
			3aYT-2	Gesture to adults to describe or name new objects or toys		E. Building relationships with adults	17. Nonverbal communication: Children communicate nonverbally.	Language and Literacy — 4.1.3 Children seek help from an adult and communicate their needs.
			3aYT-3	Indicate preferences for objects or activities		A. Initiative and planning	1. Initiative: Children express initiative.	Approaches to Learning — 1.1.1 Children choose how to explore their environment and participate in new experiences.
			3aYT-4	Delight in finding different and unique ways to use familiar objects		CC. Experimenting, predicting, and drawing conclusions	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Science — 6.3.1 Children observe properties of materials and objects.
			3aOT-1	Invent new uses for materials other than those originally intended	Older Toddlers (36mo/3yr)	CC. Experimenting, predicting, and drawing conclusions	30. Taking apart and putting together: Children take things apart and fit them together.	Technology and Engineering — 7.2.2 Children engage in the engineering design process by building, noticing a problem, and seeking a solution.
			3aOT-2	Ask short questions to learn new information and show interest in routines and daily activities		M. Listening and comprehension	18. Two-way communication: Children participate in two-way communication.	Language and Literacy — 4.1.2 Children understand and respond to questions from others.
			3aOT-3	Be insistent about preferences		A. Initiative and planning	1. Initiative: Children express initiative.	Approaches to Learning — 1.2.2 Children sustain effort to achieve their intentions.
			3aOT-4	Express joy or satisfaction through simple, actions, gestures, and words		D. Emotions	8. Emotions: Children express emotions.	Social Emotional — 2.1.1 Children name emotions that they are experiencing or that they see others express.
			3aYP-1	Demonstrate willingness to participate in both familiar and new experiences		A. Initiative and planning; G. Community	1. Initiative; 3. Engagement	Approaches to Learning AL 1.1.1 – Children take the lead in investigating their environment, making their own choices about what to explore and how to participate in new experiences. Approaches to Learning AL 1.2.1 – Children sustain attention and engagement during both child- and adult-initiated experiences.
			3aYP-2	Ask questions to obtain clarification		M. Listening and comprehension; L. Speaking	21. Comprehension; 22. Speaking	Language and Literacy LL 4.1.2 – Children understand and respond to questions from others. Language and Literacy LL 4.1.1 – Children use their home language(s) and other forms of communication to express ideas and participate in learning.

			3aYP-3	Make choices and complete some independent activities	Young Preschoolers (48mo/4yr)	A. Initiative and planning; G. Community	1. Initiative; 2. Planning; 8. Sense of competence	Approaches to Learning AL 1.1.1 – Children take the lead in investigating their environment, making their own choices about what to explore and how to participate in new experiences. Approaches to Learning AL 1.1.2 – Children communicate their thoughts and decisions as they make plans, identify steps to accomplish their goal, and follow through.
			3aYP-4	Discover things that amaze them and seek to share them with others		BB. Observing and classifying; L. Speaking	45. Observing; 22. Speaking	Science 6.1.1 – Children engage in scientific inquiry by questioning, making observations, making simple predictions, investigating and collecting evidence, and describing what they notice. Language and Literacy LL 4.1.1 – Children use their home language(s) and other forms of communication to express ideas and participate in learning.
			3aOP-1	Show eagerness to learn about and discuss new topics, ideas and tasks	Older Preschoolers (60mo/5yr)	A. Initiative and planning; L. Speaking	1. Initiative; 3. Engagement; 22. Speaking	Approaches to Learning AL 1.1.1 – Children take the lead in investigating their environment, making their own choices about what to explore and how to participate in new experiences. Language and Literacy LL 4.1.1 – Children use their home language(s) and other forms of communication to express ideas and participate in learning.
			3aOP-2	Ask questions to understand a new concept		M. Listening and comprehension; L. Speaking	21. Comprehension; 22. Speaking	Language and Literacy LL 4.1.2 – Children understand and respond to questions from others. Language and Literacy LL 4.1.1 – Children use their home language(s) and other forms of communication to express ideas and participate in learning.
			3aOP-3	Show independence and purpose when making choices.		A. Initiative and planning	1. Initiative; 2. Planning; 8. Sense of competence	Approaches to Learning AL 1.1.1 – Children take the lead in investigating their environment, making their own choices about what to explore and how to participate in new experiences. Approaches to Learning AL 1.1.2 – Children communicate their thoughts and decisions as they make plans, identify steps to accomplish their goal, and follow through.
			3aOP-4	Use complex and varied language to share ideas and influence others during play		L. Speaking; F. Building relationships with other children	22. Speaking; 12. Building relationships; 13. Cooperative play	Language and Literacy LL 4.1.1 – Children use their home language(s) and other forms of communication to express ideas and participate in learning. Social and Emotional Learning SE 2.2.1 – Children establish and maintain positive relationships with both children and adults.
			3aOP-5	Select and carry out activities without adult prompting		A. Initiative and planning	1. Initiative; 2. Planning; 8. Sense of competence	Approaches to Learning AL 1.1.1 – Children take the lead in investigating their environment, making their own choices about what to explore and how to participate in new experiences. Approaches to Learning AL 1.1.2 – Children communicate their thoughts and decisions as they make plans, identify steps to accomplish their goal, and follow through.
		APL3b: Risk-Taking and Flexibility: Children will demonstrate a willingness to take risks and try new things.	3bI-1	Look to adults for reassurance when trying new things		E. Building relationships with adults	5. Attachment: Children form an attachment to a primary caregiver.	Approaches to Learning — 1.1.1 Children choose how to explore their environment and participate in new experiences
			3bI-2	Notice changes in the environment		BB. Observing and classifying	24. Exploring same and different: Children explore and notice how things are the same or different.	Science — 6.1.1 Children engage in scientific inquiry by questioning, making observations, investigating, and describing what they notice

			3bI-3	Try to do things that are hard (such as crawl or walk) looking to adults for reassurance	Infants (9-12mo)	E. Building relationships with adults I. Gross-motor skills	5. Attachment: Children form an attachment to a primary caregiver. 13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing)	Approaches to Learning — 1.2.2 Children sustain effort to achieve their intentions. Physical Development and Health — 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control
			3bI-4	Seek to discover where something was and where it might be (object permanence)		GG. Geography	23. Object permanence: Children discover object permanence.	Mathematics — 5.4.3 Children explore concepts of space, direction, and location by using positional words.
			3bYT-1	Move away from an adult to try new things but check in frequently	Young Toddlers (18-24mo)	E. Building relationships with adults	5. Attachment: Children form an attachment to a primary caregiver.	Social Emotional — 2.2.1 Children show interest in and interact with children and adults.
			3bYT-2	React to unexpected events with laughter or interest		D. Emotions	8. Emotions: Children express emotions.	Approaches to Learning — 1.1.1 Children choose how to explore their environment and participate in new experiences.
			3bYT-3	Show interest in toys that offer a challenge and try to figure out how they work and how to use them		B. Problem solving with materials	2. Problem solving: Children solve problems encountered in exploration and play.	Approaches to Learning — 1.3.1 Children communicate the presence of a problem(s) with materials and, with assistance, consider possible sources and solutions to the problem(s).
			3bYT-4	Seek new experiences that create joy and excitement		A. Initiative and planning	1. Initiative: Children express initiative.	Approaches to Learning — 1.1.1 Children choose how to explore their environment and participate in new experiences.
			3bOT-1	Explore environment freely with an adult nearby	Older Toddlers (36mo/3yr)	E. Building relationships with adults	5. Attachment: Children form an attachment to a primary caregiver.	Approaches to Learning — 1.1.1 Children choose how to explore their environment and participate in new experiences.
			3bOT-2	Transition to new activities with adult encouragement		G. Community	11. Group participation: Children participate in group routines.	Social Emotional — 2.1.2 Children regulate their emotions and actions with adult support.
			3bOT-3	Demonstrate a willingness to participate in new experiences		A. Initiative and planning	1. Initiative: Children express initiative.	Approaches to Learning — 1.1.1 Children choose how to explore their environment and participate in new experiences.
			3bOT-4	Accept changes in plans and schedules with minimal opposition		G. Community	11. Group participation: Children participate in group routines.	Social Emotional — 2.1.2 Children regulate their emotions and actions with adult support.
			3bYP-1	Choose to participate in an increasing variety of familiar and new experiences	Young Preschoolers (48mo/4yr)	A. Initiative and planning; G. Community	1. Initiative; 3. Engagement	Approaches to Learning AL 1.1.1 – Children take the lead in investigating their environment, making their own choices about what to explore and how to participate in new experiences. Approaches to Learning AL 1.2.1 – Children sustain attention and engagement during both child- and adult-initiated experiences.
			3bYP-2	Ask to participate in new experiences they have observed or heard about		A. Initiative and planning; L. Speaking	1. Initiative; 22. Speaking	Approaches to Learning AL 1.1.1 – Children take the lead in investigating their environment, making their own choices about what to explore and how to participate in new experiences. Language and Literacy LL 4.1.1 – Children use their home language(s) and other forms of communication to express ideas and participate in learning.
			3bYP-3	With support and guidance, differentiate between appropriate and inappropriate risk taking		K. Personal care and healthy behavior; A. Initiative and planning	20. Healthy behavior; 55. Decision making	Physical Development and Health PDH 3.3.2 – Children follow safety practices and explain why specific safety rules are important. Social Studies SS 8.2.1 – Children collaboratively generate solution(s) that benefit the classroom community or solve problems that occur in the classroom community with adult support.
			3bYP-4	Try different roles or play approaches with adult support		AA. Pretend play; A. Initiative and planning	43. Pretend play; 1. Initiative	Creative Arts CA 9.4.1 – Children create play scenarios. Approaches to Learning AL 1.1.1 – Children take the lead in investigating their environment, making their own choices about what to explore and how to participate in new experiences.
			3bOP-1	Approach new experiences, topics, and ideas with interest		A. Initiative and planning; C. Reflection	1. Initiative; 3. Engagement	Approaches to Learning AL 1.1.1 – Children take the lead in investigating their environment, making their own choices about what to explore and how to participate in new experiences. Approaches to Learning AL 1.2.1 – Children sustain attention and engagement during both child- and adult-initiated experiences.

			3bOP-2	Express a belief that they can do things that are hard	Older Preschoolers (60mo/5yr)	A. Initiative and planning; D. Emotions	8. Sense of competence; 3. Engagement	Approaches to Learning AL 1.2.2 – Children sustain effort through new or difficult tasks by repeating an action, seeking peer or teacher support, and/or adjusting strategies. Social and Emotional Learning SE 2.1.2 – Children regulate their emotions and actions with increasing independence.
			3bOP-3	Try things they are not sure they can do while avoiding dangerous risks		A. Initiative and planning; K. Personal care and healthy behavior	8. Sense of competence; 20. Healthy behavior	Approaches to Learning AL 1.2.2 – Children sustain effort through new or difficult tasks by repeating an action, seeking peer or teacher support, and/or adjusting strategies. Physical Development and Health PDH 3.3.2 – Children follow safety practices and explain why specific safety rules are important.
			3bOP-4	Take on new roles in a group setting		AA. Pretend play; F. Building relationships with other children	43. Pretend play; 13. Cooperative play; 11. Community	Creative Arts CA 9.4.1 – Children create play scenarios. Social and Emotional Learning SE 2.2.1 – Children establish and maintain positive relationships with both children and adults.
		MAT1a: Number Relationships: Children will understand the concept of numbers, and the relationships between numbers and quantities.	1aI-1	Ask for “more” through gestures or respond to adults’ questions about wanting more	Infants (9-12mo)	S. Number and counting	25. Exploring more: Children experience "more."	Mathematics – 5.1.1 Children use math talk by using number words and/or general quantity terms.
			1aI-2	Give an adult two or more objects when asked for them by name		S. Number and counting	27. Number: Children experience the number of things.	Mathematics – 5.1.3 Children count objects using numbers with adult support.
			1aI-3	Line up objects in one hand with another object in another hand		S. Number and counting	26. One-to-one correspondence: Children experience one-to-one correspondence.	Mathematics – 5.1.3 Children count objects using numbers with adult support.
			1aYT-1	Use words that indicate understanding of quantity – more or all	Young Toddlers (18-24mo)	S. Number and counting	25. Exploring more: Children experience "more."	Mathematics – 5.1.1 Children use math talk by using number words and/or general quantity terms.
			1aYT-2	Explore quantity through dumping and filling		U. Measurement	29. Filling and emptying: Children fill and empty, put in and take out.	Mathematics – 5.2.1 Children add or take away from a small set of objects.
			1aYT-3	Identify more or less with a small number of items without counting		S. Number and counting	27. Number: Children experience the number of things.	Mathematics – 5.1.1 Children use math talk by using number words and/or general quantity terms.
			1aOT-1	Use language to refer to amount and quantity, such as some, more, another, nothing (zero)	Older Toddlers (36mo/3yr)	S. Number and counting	25. Exploring more: Children experience "more."	Mathematics – 5.1.1 Children use math talk by using number words and/or general quantity terms.
			1aOT-2	Compare 2 groups of objects and tell which has more		S. Number and counting	27. Number: Children experience the number of things.	Mathematics – 5.1.1 Children use math talk by using number words and/or general quantity terms.
			1aOT-3	Subitize (immediately recognize without counting) up to two objects		S. Number and counting	27. Number: Children experience the number of things.	Mathematics – 5.1.3 Children count objects using numbers with adult support.
			1aYP-1	Understand that written numerals represent quantity, including zero (up to 5)	Young Preschoolers (48mo/4yr)	S. Number and counting	31. Number words and symbols; 32. Counting	Mathematics M 5.1.5 Number Sense, Counting, & Cardinality – Children recognize and write some numerals 0–10. Mathematics M 5.1.4 Number Sense, Counting, & Cardinality – Children recognize that the final number word names the total quantity.
			1aYP-2	Compare groups of objects and determine which has more or less when asked		S. Number and counting; W. Data analysis	39. Data analysis; 32. Counting	Mathematics M 5.6.2 Data – Children represent and interpret data in concrete and abstract ways. Mathematics M 5.1.3 Number Sense, Counting, & Cardinality – Children use one-to-one correspondence to accurately count objects in small sets.
			1aYP-3	Subitize (immediately recognize without counting) the number of objects in a set of four objects		S. Number and counting	32. Counting	Mathematics M 5.1.2 Number Sense, Counting, & Cardinality – Children perceptually subitize sets of 1–5.
			1aYP-4	Identify some written numerals in the environment		S. Number and counting	31. Number words and symbols	Mathematics M 5.1.5 Number Sense, Counting, & Cardinality – Children recognize and write some numerals 0–10.
			1aOP-1	Understand that written numerals represent quantities of objects (up to 10)		S. Number and counting	31. Number words and symbols; 32. Counting	Mathematics M 5.1.5 Number Sense, Counting, & Cardinality – Children recognize and write some numerals 0–10. Mathematics M 5.1.4 Number Sense, Counting, & Cardinality – Children recognize that the final number word names the total quantity.

	MAT 1: NUMBERS AND QUANTITY		1aOP-2	Compare groups of objects and tell which is same or different, more, less or fewer	Older Preschoolers (60mo/5yr)	S. Number and counting; W. Data analysis	39. Data analysis; 32. Counting	Mathematics M 5.6.2 Data – Children represent and interpret data in concrete and abstract ways. Mathematics M 5.1.3 Number Sense, Counting, & Cardinality – Children use one-to-one correspondence to accurately count objects in small sets.
			1aOP-3	Subitize (immediately recognize without counting) five or more objects		S. Number and counting	32. Counting	Mathematics M 5.1.2 Number Sense, Counting, & Cardinality – Children perceptually subitize sets of 1–5.
			1aOP-4	Identify written numerals from zero (0) up to 10		S. Number and counting	31. Number words and symbols	Mathematics M 5.1.5 Number Sense, Counting, & Cardinality – Children recognize and write some numerals 0–10.
			1aOP-5	Match numerals with the correct number of objects, with assistance		S. Number and counting	31. Number words and symbols; 32. Counting	Mathematics M 5.1.5 Number Sense, Counting, & Cardinality – Children recognize and write some numerals 0–10. Mathematics M 5.1.3 Number Sense, Counting, & Cardinality – Children use one-to-one correspondence to accurately count objects in small sets.
		MAT1b: Counting and Number Sense: Children will connect number names to quantities.	1bI-1	Show interest in adult's counting movements and songs	Infants (9-12mo)	S. Number and counting	27. Number: Children experience the number of things.	Mathematics – 5.1.1 Children use math talk by using number words and/or general quantity terms.
			1bYT-1	Rote count, not always in sequence (1, 3, 2)	Young Toddlers (18-24mo)	S. Number and counting	27. Number: Children experience the number of things.	Mathematics – 5.1.1 Children use math talk by using number words and/or general quantity terms.
			1bOT-1	Rote count up to 5 in sequence	Older Toddlers (36mo/3yr)	S. Number and counting	27. Number: Children experience the number of things.	Mathematics – 5.1.1 Children use math talk by using number words and/or general quantity terms.
			1bOT-2	Count backwards from 3 with assistance		S. Number and counting	27. Number: Children experience the number of things.	Mathematics – 5.1.1 Children use math talk by using number words and/or general quantity terms.
			1bOT-3	Place objects in one-to-one correspondence relationships during play		S. Number and counting	26. One-to-one correspondence: Children experience one-to-one correspondence.	Mathematics – 5.1.3 Children count objects using numbers with adult support.
			1bOT-4	Count out 1 or 2 objects when asked		S. Number and counting	26. One-to-one correspondence: Children experience one-to-one correspondence. 27. Number: Children experience the number of things.	Mathematics – 5.1.3 Children count objects using numbers with adult support.
			1bYP-1	Rote count up to 10 in sequence	Young Preschoolers (48mo/4yr)	S. Number and counting	31. Number words and symbols; 32. Counting	Mathematics M 5.1.1 – Children use math talk to describe, organize, and navigate their environment by using numbers and ordinal words. Mathematics M 5.1.3 – Children use one-to-one correspondence to accurately count objects in small sets.
			1bYP-2	Count backwards from 5		S. Number and counting	31. Number words and symbols; 32. Counting	Mathematics M 5.1.1 – Children use math talk to describe, organize, and navigate their environment by using numbers and ordinal words.
			1bYP-3	Begin to demonstrate one-to-one correspondence up to 10 during daily routines		S. Number and counting; G. Community	32. Counting	Mathematics M 5.1.3 – Children use one-to-one correspondence to accurately count objects in small sets.
			1bYP-4	Count out a specified number of objects up to 5		S. Number and counting	32. Counting	Mathematics M 5.1.3 – Children use one-to-one correspondence to accurately count objects in small sets. Mathematics M 5.1.4 – Children recognize that the final number word names the total quantity.
			1bOP-1	Rote count up to 20 in sequence	Older Preschoolers (60mo/5yr)	S. Number and counting	31. Number words and symbols; 32. Counting	Mathematics M 5.1.1 – Children use math talk to describe, organize, and navigate their environment by using numbers and ordinal words.
			1bOP-2	Count backwards from 10 to 0		S. Number and counting	31. Number words and symbols; 32. Counting	Mathematics M 5.1.1 – Children use math talk to describe, organize, and navigate their environment by using numbers and ordinal words.
			1bOP-3	Demonstrate one-to-one correspondence when counting objects placed in a row (one to 15 and beyond)		S. Number and counting	32. Counting	Mathematics M 5.1.3 – Children use one-to-one correspondence to accurately count objects in small sets.
			1bOP-4	Count out a specified number of objects up to 10		S. Number and counting	32. Counting	Mathematics M 5.1.3 – Children use one-to-one correspondence to accurately count objects in small sets. Mathematics M 5.1.4 – Children recognize that the final number word names the total quantity.

			1bOP-5	Understand that the last number represents how many objects are in a group		S. Number and counting	32. Counting	Mathematics M 5.1.4 – Children recognize that the final number word names the total quantity.
		MAT2a: Operations: Children will develop an understanding of putting together, adding to, taking apart, and taking from.	2aI-1	Hold one object and reach for another at the same time	Infants (9-12mo)	S. Number and counting	25. Exploring more: Children experience "more."	Mathematics — 5.2.1 Children add or take away from a small set of objects.
			2aYT-1	Notice changes in quantity of objects or look for a missing object	Young Toddlers (18-24mo)	S. Number and counting	23. Object permanence: Children discover object permanence. 27. Number: Children experience the number of things.	Mathematics — 5.2.1 Children add or take away from a small set of objects.
			2aOT-1	Demonstrate an understanding that “adding to” increases quantity	Older Toddlers (36mo/3yr)	S. Number and counting	25. Exploring more: Children experience "more."	Mathematics — 5.2.1 Children add or take away from a small set of objects.
			2aOT-2	With adult guidance, change the size of a set of objects by “adding to” or “subtracting from” during child-led play		S. Number and counting	25. Exploring more: Children experience "more." 27. Number: Children experience the number of things.	Mathematics — 5.2.1 Children add or take away from a small set of objects.
			2aYP-1	Demonstrate an understanding of addition or subtraction concepts during play or daily life	Young Preschoolers (48mo/4yr)	S. Number and counting	33. Part-whole relationships	Mathematics M 5.2.1 Number Relationships & Operations – Children compose and decompose any number from 2 to 5. Mathematics M 5.2.2 Number Relationships & Operations – Children join and separate objects in concrete ways.
			2aYP-2	Notice the size of a set by combining or taking awaywith adult support		S. Number and counting	33. Part-whole relationships	Mathematics M 5.2.2 Number Relationships & Operations – Children join and separate objects in concrete ways.
			2aYP-3	Understand that each successive number is one more		S. Number and counting	31. Number words and symbols; 32. Counting	Mathematics M 5.1.1 Number Sense, Counting, & Cardinality – Children use math talk to describe, organize, and navigate their environment by using numbers and ordinal words. Mathematics M 5.1.4 Number Sense, Counting, & Cardinality – Children recognize that the final number word names the total quantity.
			2aOP-1	Use addition and subtraction concepts while playing with sets of objects (0-10).	Older Preschoolers (60mo/5yr)	S. Number and counting	33. Part-whole relationships	Mathematics M 5.2.1 Number Relationships & Operations – Children compose and decompose any number from 2 to 5. Mathematics M 5.2.2 Number Relationships & Operations – Children join and separate objects in concrete ways.
			2aOP-2	Independently change size of sets by combining or taking away		S. Number and counting	33. Part-whole relationships	Mathematics M 5.2.1 Number Relationships & Operations – Children compose and decompose any number from 2 to 5. Mathematics M 5.2.2 Number Relationships & Operations – Children join and separate objects in concrete ways.
			2aOP-3	Understand that each successive number name refers to a quantity that is one larger		S. Number and counting	31. Number words and symbols; 32. Counting	Mathematics M 5.1.1 Number Sense, Counting, & Cardinality – Children use math talk to describe, organize, and navigate their environment by using numbers and ordinal words. Mathematics M 5.1.4 Number Sense, Counting, & Cardinality – Children recognize that the final number word names the total quantity.
		MAT2b: Sets: Children will classify and organize objects according to properties and attributes.	2bI-1	Explore the characteristics of objects	Infants (9-12mo)	BB. Observing and classifying	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Science – 6.3.1 Children observe properties of materials and objects.
			2bI-2	Identify likes and dislikes in foods, sounds, and toys		A. Initiative and planning	1. Initiative: Children express initiative.	Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences.
			2bI-3	Touch and explore objects of different sizes and textures		BB. Observing and classifying	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Science – 6.3.1 Children observe properties of materials and objects.
			2bYT-1	Match two identical objects	Young Toddlers (18-24mo)	BB. Observing and classifying	24. Exploring same and different: Children explore and notice how things are the same or different.	Mathematics – 5.6.1 Children identify similarities and differences in order to sort according to one attribute.
			2bYT-2	Sort objects by one attribute with adult assistance		BB. Observing and classifying	24. Exploring same and different: Children explore and notice how things are the same or different.	Mathematics – 5.6.1 Children identify similarities and differences in order to sort according to one attribute.

			2bYT-3	Compare simple objects		BB. Observing and classifying	24. Exploring same and different: Children explore and notice how things are the same or different.	Mathematics – 5.5.2 Children use comparative language to describe similarities and differences between objects.
			2bOT-1	Match two similar objects with one attribute	Older Toddlers (36mo/3yr)	BB. Observing and classifying	24. Exploring same and different: Children explore and notice how things are the same or different.	Mathematics – 5.6.1 Children identify similarities and differences in order to sort according to one attribute.
			2bOT-2	Sort objects by one characteristic during child-led play		BB. Observing and classifying	24. Exploring same and different: Children explore and notice how things are the same or different.	Mathematics – 5.6.1 Children identify similarities and differences in order to sort according to one attribute.
			2bOT-3	Order objects according to size or shape		T. Geometry: Shapes and spatial awareness U. Measurement	24. Exploring same and different: Children explore and notice how things are the same or different.	Mathematics – 5.4.1 Children identify shapes and notice shape attributes with adult support. Mathematics – 5.5.1 Children compare two objects by a single measurable attribute.
			2bYP-1	Match many objects according to one attribute	Young Preschoolers (48mo/4yr)	BB. Observing and classifying	46. Classifying	Mathematics M 5.6.1 Data – Children sort objects into categories according to more than one attribute and count how many in each group.
			2bYP-2	Sort and place a group of objects with one attribute		BB. Observing and classifying; W. Data analysis	46. Classifying; 39. Data analysis	Mathematics M 5.6.1 Data – Children sort objects into categories according to more than one attribute and count how many in each group.
			2bYP-3	Order up to 5 objects according to an attribute		U. Measurement; BB. Observing and classifying	36. Measuring; 46. Classifying	Mathematics M 5.5.2 Measurement – Children use comparative language to describe and explain similarities and differences between objects.
	MAT 2: ALGEBRAIC THINKING		2bOP-1	Match objects according to two or more attributes	Older Preschoolers (60mo/5yr)	BB. Observing and classifying; W. Data analysis	46. Classifying; 39. Data analysis	Mathematics M 5.6.1 Data – Children sort objects into categories according to more than one attribute and count how many in each group.
			2bOP-2	Sort and place in a series objects according to more than attribute		BB. Observing and classifying; U. Measurement	46. Classifying; 36. Measuring	Mathematics M 5.6.1 Data – Children sort objects into categories according to more than one attribute and count how many in each group. Mathematics M 5.5.2 Measurement – Children use comparative language to describe and explain similarities and differences between objects.
			2bOP-3	Put up to 10 objects in order according to an attribute		U. Measurement; BB. Observing and classifying	36. Measuring; 46. Classifying	Mathematics M 5.5.2 Measurement – Children use comparative language to describe and explain similarities and differences between objects.
			2bOP-4	Demonstrate knowledge that the same set can be sorted in different ways		BB. Observing and classifying; W. Data analysis	46. Classifying; 39. Data analysis	Mathematics M 5.6.1 Data – Children sort objects into categories according to more than one attribute and count how many in each group. Mathematics M 5.6.2 Data – Children represent and interpret data in concrete and abstract ways.
		MAT2c: Patterns: Children will recognize simple patterns in daily life and play experiences.	2cI-1	Respond with regularity to a daily routine	Infants (9-12mo)	G. Community	11. Group participation: Children participate in group routines.	Approaches to Learning – 1.2.1 Children sustain attention and engagement during routines and child-initiated experiences for short periods of time.
			2cI-2	Explore objects with different characteristics		BB. Observing and classifying	24. Exploring same and different: Children explore and notice how things are the same or different.	Science – 6.3.1 Children observe properties of materials and objects.
			2cYT-1	Begin to predict events in the daily schedule	Young Toddlers (18-24mo)	HH. History	32. Anticipating events: Children anticipate familiar events.	Approaches to Learning – 1.2.1 Children sustain attention and engagement during routines and child-initiated experiences for short periods of time.
			2cYT-2	Notice the same characteristics in different objects		BB. Observing and classifying	24. Exploring same and different: Children explore and notice how things are the same or different.	Mathematics – 5.6.1 Children identify similarities and differences in order to sort according to one attribute.
			2cOT-1	Identify what comes next in the daily schedule or steps within a daily routine	Older Toddlers (36mo/3yr)	HH. History	32. Anticipating events: Children anticipate familiar events.	Approaches to Learning – 1.2.1 Children sustain attention and engagement during routines and child-initiated experiences for short periods of time.
			2cOT-2	Recognize a simple pattern in the environment		V. Patterns	24. Exploring same and different: Children explore and notice how things are the same or different.	Mathematics – 5.3.1 Children notice patterns with adult support.
			2cOT-3	Repeat a simple 2-part pattern, clap-clap or clap-snap		V. Patterns	15. Steady beat: Children feel and experience steady beat.	Mathematics – 5.3.1 Children notice patterns with adult support.
			2cOT-4	Understand the concept of “first”		HH. History	32. Anticipating events: Children anticipate familiar events.	Approaches to Learning – 1.2.1 Children sustain attention and engagement during routines and child-initiated experiences for short periods of time.

Mathematical Thinking			2cYP-1	Recognize that the daily schedule repeats and is the same each day	Young Preschoolers (48mo/4yr)	G. Community; V. Patterns	11. Community; 38. Patterns	Mathematics M 5.3.1 Patterns & Algebraic Thinking – Children identify, copy, extend, create, and explain patterns. Social Studies SS 8.2.1 Community Membership – Children collaboratively generate solution(s) that benefit the classroom community or solve problems that occur in the classroom community with adult support.
			2cYP-2	Notice a missing or different element in a pattern		V. Patterns; C. Reflection	38. Patterns; 6. Reflection	Mathematics M 5.3.1 Patterns & Algebraic Thinking – Children identify, copy, extend, create, and explain patterns.
			2cYP-3	Create with adult support a simple A-B pattern (blue car, red car, blue car)		V. Patterns; B. Problem solving with materials	38. Patterns; 4. Problem solving	Mathematics M 5.3.1 Patterns & Algebraic Thinking – Children identify, copy, extend, create, and explain patterns.
			2cYP-4	Identify first and last		S. Number and counting; L. Speaking	31. Number words and symbols; 23. Vocabulary	Mathematics M 5.1.1 Number Sense, Counting, & Cardinality – Children use math talk to describe, organize, and navigate their environment by using numbers and ordinal words.
			2cOP-1	Identify differences in the daily schedule or routine	Older Preschoolers (60mo/5yr)	G. Community; C. Reflection	11. Community; 6. Reflection	Approaches to Learning AL 1.3.2 Problem Solving & Reflection – Children reflect upon their experiences by communicating about what they did and/or learned after an event. Social Studies SS 8.2.1 Community Membership – Children collaboratively generate solution(s) that benefit the classroom community or solve problems that occur in the classroom community with adult support.
			2cOP-2	Identify a pattern, and duplicate or extend		V. Patterns	38. Patterns	Mathematics M 5.3.1 Patterns & Algebraic Thinking – Children identify, copy, extend, create, and explain patterns.
			2cOP-3	Create a more complex pattern that includes different attributes		V. Patterns; BB. Observing and classifying	38. Patterns; 46. Classifying	Mathematics M 5.3.1 Patterns & Algebraic Thinking – Children identify, copy, extend, create, and explain patterns. Mathematics M 5.6.1 Data – Children sort objects into categories according to more than one attribute and count how many in each group.
			2cOP-4	Identify more complex ordinals, such as second, third, or next,		S. Number and counting; L. Speaking	31. Number words and symbols; 23. Vocabulary	Mathematics M 5.1.1 Number Sense, Counting, & Cardinality – Children use math talk to describe, organize, and navigate their environment by using numbers and ordinal words.
		MAT3a: Spatial Reasoning: Children will explore and describe the spatial relationships between objects, their environment, and themselves.	3aI-1	Watch how objects move	Infants (9-12mo)	CC. Experimenting, predicting, and drawing conclusions	35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect	Science – 6.3.2 Children notice how objects move and change.
			3aI-2	Explore how to make objects move or fit together		CC. Experimenting, predicting, and drawing conclusions T. Geometry: Shapes and spatial awareness	30. Taking apart and putting together: Children take things apart and fit them together. 35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect	Science – 6.3.2 Children notice how objects move and change. Mathematics – 5.4.2 Children transform (compose and decompose) shapes with adult support.
			3aI-3	Explore space with body by rolling, crawling or climbing		I. Gross-motor skills T. Geometry: Shapes and spatial awareness	13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing). 31. Seeing from different viewpoints: Children observe people and things from various perspectives.	Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control. Physical Development and Health – 3.1.2 Children use their senses and spatial awareness to understand where their body is in relation to the
			3aYT-1	Move objects in different ways to understand how they work	Young Toddlers (18-24mo)	CC. Experimenting, predicting, and drawing conclusions EE. Tools and technology	14. Moving with objects: Children move with objects. 35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect	Science – 6.3.2 Children notice how objects move and change. Technology and Engineering – 7.2.1 Children investigate how things work.
			3aYT-2	Deliberately move objects to make them fit in spaces		T. Geometry: Shapes and spatial awareness J. Fine-motor skills	28. Locating objects: Children explore and notice the location of objects. 30. Taking apart and putting together: Children take things apart and fit them together.	Mathematics – 5.4.2 Children transform (compose and decompose) shapes with adult support. Mathematics – 5.4.3 Children explore concepts of space, direction, and location by using positional words.

			3aYT-3	Move body in different ways		I. Gross-motor skills	12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking). 13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing).	Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control.
			3aOT-1	Manipulate objects by moving them in different ways and directions	Older Toddlers (36mo/3yr)	T. Geometry: Shapes and spatial awareness J. Fine-motor skills	14. Moving with objects: Children move with objects. 28. Locating objects: Children explore and notice the location of objects.	Mathematics – 5.4.3 Children explore concepts of space, direction, and location by using positional words. Physical Development and Health – 3.2.1 Children use their small muscles with increasing control.
			3aOT-2	Stack and build with objects intentionally to create something new		J. Fine-motor skills CC. Experimenting, predicting, and drawing conclusions	30. Taking apart and putting together: Children take things apart and fit them together. 37. Exploring art materials: Children explore building and art materials.	Technology and Engineering – 7.2.2 Children engage in the engineering design process by building, noticing a problem, and seeking a solution.
			3aOT-3	Move body to show understanding of basic directionality		I. Gross-motor skills T. Geometry: Shapes and spatial awareness	13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing). 28. Locating objects: Children explore and notice the location of objects.	Physical Development and Health – 3.1.2 Children use their senses and spatial awareness to understand where their body is in relation to the environment. Mathematics – 5.4.3 Children explore concepts of space, direction, and location by using positional words.
	MAT 3: SPATIAL REASONING AND GEOMETRY		3aYP-1	Manipulate objects by moving them to solve problems	Young Preschoolers (48mo/4yr)	B. Problem solving with materials	KDI 4. Problem solving: Children solve problems encountered in play.	Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children recognize problems with materials, tools, or processes and adapt their strategies to develop solutions, applying what they learn to new situations.
			3aYP-2	Manipulate objects to make them fit together, or inside another, or to create something new		J. Fine-motor skills T. Geometry: Shapes and spatial awareness	KDI 17. Fine-motor skills: Children demonstrate dexterity and hand-eye coordination in using their small muscles. KDI 34. Shapes: Children identify, name, and describe shapes.	Physical Development and Health — PDH 3.2.1 Fine Motor: Children use their small muscles with coordination and increased dexterity. Mathematics — M 5.4.2 Geometry & Spatial Awareness: Children transform (compose and decompose) shapes into new shapes or forms.
			3aYP-3	Follow basic directions about directionality and positioning self in relation to objects		T. Geometry: Shapes and spatial awareness	KDI 35. Spatial awareness: Children recognize spatial relationships among people and objects.	Mathematics — M 5.4.3 Geometry & Spatial Awareness: Children show awareness about concepts of space, direction, and location by using positional, spatial, and directional words.
			3aOP-1	Visualize a spatial transformation	Older Preschoolers (60mo/5yr)	T. Geometry: Shapes and spatial awareness	KDI 34. Shapes: Children identify, name, and describe shapes.	Mathematics — M 5.4.2 Geometry & Spatial Awareness: Children transform (compose and decompose) shapes into new shapes or forms.
			3aOP-2	Describe the way in which objects fit together or verbally share plans with how to fit objects together		T. Geometry: Shapes and spatial awareness L. Speaking	KDI 35. Spatial awareness: Children recognize spatial relationships among people and objects. KDI 22. Speaking: Children express themselves using language.	Mathematics — M 5.4.3 Geometry & Spatial Awareness: Children show awareness about concepts of space, direction, and location by using positional, spatial, and directional words. Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.
			3aOP-3	Move body in different ways independently or following directions in response to music or song		Z. Movement I. Gross-motor skills	KDI 42. Movement: Children express and represent what they observe, think, imagine, and feel through movement. KDI 16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles.	Creative Arts — CA 9.3.1 Expressive Movement: Children create movement sequences. Physical Development and Health — PDH 3.1.1 Gross Motor: Children move their bodies in a variety of locomotor and nonlocomotor ways with flexibility, strength, and control.
		MAT3b: Shapes: Children will explore, visualize, and analyze shapes and shape attributes.	3bI-1	Explore objects of different 2 dimensional (2D) and 3 dimensional (3D)shapes	Infants (9-12mo)	T. Geometry: Shapes and spatial awareness	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Mathematics – 5.4.1 Children identify shapes and notice shape attributes with adult support.
			3bYT-1	Match 2D and 3D shapes	Young Toddlers (18-24mo)	T. Geometry: Shapes and spatial awareness	24. Exploring same and different: Children explore and notice how things are the same or different.	Mathematics – 5.4.1 Children identify shapes and notice shape attributes with adult support.
			3bOT-1	Recognize and name shapes: circle, triangle square, cone, sphere	Older Toddlers	T. Geometry: Shapes and spatial awareness	24. Exploring same and different: Children explore and notice how things are the same or different.	Mathematics – 5.4.1 Children identify shapes and notice shape attributes with adult support.

			3bOT-2	Notice basic shapes in the environment	Toddlers (36mo/3yr)	T. Geometry: Shapes and spatial awareness	24. Exploring same and different: Children explore and notice how things are the same or different.	Mathematics – 5.4.1 Children identify shapes and notice shape attributes with adult support.
			3bYP-1	Recognize and name more complex 2-D and 3-D shapes: oval, rectangle, sphere, cone	Young Preschoolers (48mo/4yr)	T. Geometry: Shapes and spatial awareness	KDI 34. Shapes: Children identify, name, and describe shapes.	Mathematics — M 5.4.1 Geometry & Spatial Awareness: Children identify two- and three-dimensional shapes and describe shape attributes.
			3bYP-2	Identify and name shapes in play		T. Geometry: Shapes and spatial awareness	KDI 34. Shapes: Children identify, name, and describe shapes.	Mathematics — M 5.4.1 Geometry & Spatial Awareness: Children identify two- and three-dimensional shapes and describe shape attributes.
			3bYP-3	Combine shapes to make new shapes		T. Geometry: Shapes and spatial awareness	KDI 34. Shapes: Children identify, name, and describe shapes.	Mathematics — M 5.4.2 Geometry & Spatial Awareness: Children transform (compose and decompose) shapes into new shapes or forms.
			3bOP-1	Identify and classify 2-D and 3-D shapes by their attributes	Older Preschoolers (60mo/5yr)	T. Geometry: Shapes and spatial awareness BB. Observing and classifying	KDI 34. Shapes: Children identify, name, and describe shapes. KDI 46. Classifying: Children classify materials, actions, people, and events.	Mathematics — M 5.4.1 Geometry & Spatial Awareness: Children identify two- and three-dimensional shapes and describe shape attributes. Mathematics — M 5.6.1 Data: Children sort objects into categories according to more than one attribute and count how many in each group.
			3bOP-2	Visualize shapes by description and find them in the environment		T. Geometry: Shapes and spatial awareness	KDI 34. Shapes: Children identify, name, and describe shapes. KDI 35. Spatial awareness: Children recognize spatial relationships among people and objects.	Mathematics — M 5.4.1 Geometry & Spatial Awareness: Children identify two- and three-dimensional shapes and describe shape attributes. Mathematics — M 5.4.3 Geometry & Spatial Awareness: Children show awareness about concepts of space, direction, and location by using positional, spatial, and directional words.
			3bOP-3	Complete complex shape puzzles		T. Geometry: Shapes and spatial awareness B. Problem solving with materials J. Fine-motor skills	KDI 34. Shapes: Children identify, name, and describe shapes. KDI 4. Problem solving: Children solve problems encountered in play. KDI 17. Fine-motor skills: Children demonstrate dexterity and hand-eye coordination in using their small muscles.	Mathematics — M 5.4.2 Geometry & Spatial Awareness: Children transform (compose and decompose) shapes into new shapes or forms. Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children recognize problems with materials, tools, or processes and adapt their strategies to develop solutions, applying what they learn to new situations. Physical Development and Health — PDH 3.2.1 Fine Motor: Children use their small muscles with coordination and increased dexterity.
		MAT4a: Measurement and Time: Children will explore and communicate about distance, weight, length, height, and time.	4aI-1	Engage with adult in measurement games	Infants (9-12mo)	U. Measurement	24. Exploring same and different: Children explore and notice how things are the same or different.	Mathematics – 5.5.1 Children compare two objects by a single measurable attribute.
			4aI-2	Play with toys of various shapes and sizes		T. Geometry: Shapes and spatial awareness	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Mathematics – 5.4.1 Children identify shapes and notice shape attributes with adult support.
			4aYT-1	Use basic size words such as big, little	Young Toddlers (18-24mo)	U. Measurement	24. Exploring same and different: Children explore and notice how things are the same or different.	Mathematics – 5.5.2 Children use comparative language to describe similarities and differences between objects.
			4aYT-2	Explore measuring tools		EE. Tools and technology	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Technology and Engineering – 7.1.1 Children explore tools.
			4aYT-3	Explore and identify, with adult support, the characteristics of objects		BB. Observing and classifying	24. Exploring same and different: Children explore and notice how things are the same or different.	Science – 6.3.1 Children observe properties of materials and objects.
			4aOT-1	Describe the length, weight, and height of objects	Older Toddlers (36mo/3yr)	U. Measurement	24. Exploring same and different: Children explore and notice how things are the same or different.	Mathematics – 5.5.2 Children use comparative language to describe similarities and differences between objects.
			4aOT-2	Pretend to use measurement tools in play		EE. Tools and technology	36. Imitating and pretending: Children imitate and pretend.	Technology and Engineering – 7.1.1 Children explore tools.
			4aOT-3	Make simple comparisons about two objects' size		U. Measurement	24. Exploring same and different: Children explore and notice how things are the same or different.	Mathematics – 5.5.1 Children compare two objects by a single measurable attribute.
			4aYP-1	Order objects by an attribute		U. Measurement	KDI 36. Measuring: Children measure to describe, compare, and order things.	Mathematics — M 5.5.2 Measurement: Children use comparative language to describe and explain similarities and differences between objects.

			4aYP-2	Use a variety of standard and non-standard tools to measure, with assistance	Young Preschoolers (48mo/4yr)	U. Measurement; EE. Tools and technology	KDI 37. Unit: Children understand and use the concept of unit.; KDI 52. Tools and technology: Children explore and use tools and technology.	Mathematics — M 5.5.1 Measurement: Children compare objects directly and indirectly using nonstandard and standard units with increasing accuracy.; Technology & Engineering — TE 7.1.1 Tools & Technology: Children select and use analog tools safely in their attempt to accomplish goals and solve problems.
			4aYP-3	Compare objects based on more than one attribute		U. Measurement; BB. Observing and classifying	KDI 36. Measuring: Children measure to describe, compare, and order things.; KDI 46. Classifying: Children classify materials, actions, people, and events.	Mathematics — M 5.5.2 Measurement: Children use comparative language to describe and explain similarities and differences between objects.; Mathematics — M 5.6.1 Data: Children sort objects into categories according to more than one attribute and count how many in each group.
			4aYP-4	Demonstrate an awareness of simple concepts of time that occur within daily life and routines		HH. History	KDI 57. History: Children understand past, present, and future.	Social Studies — 8.4.1 Time, Continuity & Change: Children communicate about past events in their own lives.
			4aOP-1	Order objects in a series according to size	Older Preschoolers (60mo/5yr)	U. Measurement	KDI 36. Measuring: Children measure to describe, compare, and order things.	Mathematics — M 5.5.2 Measurement: Children use comparative language to describe and explain similarities and differences between objects.
			4aOP-2	Use a variety of techniques with standard and non-standard tools to measure and compare objects		U. Measurement; EE. Tools and technology	KDI 36. Measuring: Children measure to describe, compare, and order things.; KDI 37. Unit: Children understand and use the concept of unit.; KDI 52. Tools and technology: Children explore and use tools and technology.	Mathematics — M 5.5.1 Measurement: Children compare objects directly and indirectly using nonstandard and standard units with increasing accuracy.; Mathematics — M 5.5.2 Measurement: Children use comparative language to describe and explain similarities and differences between objects.; Technology & Engineering — TE 7.1.1 Tools & Technology: Children select and use analog tools safely in their attempt to accomplish goals and solve problems.
			4aOP-3	Compare objects by two or more attributes		U. Measurement; BB. Observing and classifying	KDI 36. Measuring: Children measure to describe, compare, and order things.; KDI 46. Classifying: Children classify materials, actions, people, and events.	Mathematics — M 5.5.2 Measurement: Children use comparative language to describe and explain similarities and differences between objects.; Mathematics — M 5.6.1 Data: Children sort objects into categories according to more than one attribute and count how many in each group.
			4aOP-4	Show a beginning awareness of the concept of time as a sequence of events		HH. History	KDI 57. History: Children understand past, present, and future.	Social Studies — 8.4.1 Time, Continuity & Change: Children communicate about past events in their own lives.
	MAT 4: MEASUREMENT AND DATA ANALYSIS		4aOP-5	Use beginning skills of estimation in solving everyday measurement problems		U. Measurement; B. Problem solving with materials	KDI 36. Measuring: Children measure to describe, compare, and order things.; KDI 4. Problem solving: Children solve problems encountered in play.	Mathematics — M 5.5.1 Measurement: Children compare objects directly and indirectly using nonstandard and standard units with increasing accuracy.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children recognize problems with materials, tools, or processes and adapt their strategies to develop solutions, applying what they learn to new situations.
		MAT4b: Logical Thinking, Reasoning, and Data Analysis: Child uses logical thinking and reasoning to solve meaningful problems and inform decisions.	4bI-1	Explore objects in the natural world to observe reaction	Infants (9-12mo)	CC. Experimenting, predicting, and drawing conclusions	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Science – 6.1.1 Children engage in scientific inquiry by questioning, making observations, investigating, and describing what they notice.
			4bI-2	Seek objects that have disappeared or are out of reach		B. Problem solving with materials	23. Object permanence: Children discover object permanence.	Approaches to Learning – 1.3.1 Children communicate the presence of a problem(s) with materials and, with assistance, consider possible sources and solutions to the problem(s).

			4bYT-1	Observe and imitate others to solve a problem	Young Toddlers (18-24mo)	B. Problem solving with materials	2. Problem solving: Children solve problems encountered in exploration and play.	Approaches to Learning – 1.3.1 Children communicate the presence of a problem(s) with materials and, with assistance, consider possible sources and solutions to the problem(s).
			4bYT-2	Act on objects to gather information		CC. Experimenting, predicting, and drawing conclusions	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Science – 6.1.1 Children engage in scientific inquiry by questioning, making observations, investigating, and describing what they notice.
			4bOT-1	Try multiple approaches to solve a problem	Older Toddlers (36mo/3yr)	B. Problem solving with materials	2. Problem solving: Children solve problems encountered in exploration and play.	Approaches to Learning – 1.3.1 Children communicate the presence of a problem(s) with materials and, with assistance, consider possible sources and solutions to the problem(s).
			4bOT-2	Take things apart and put back together		T. Geometry: Shapes and spatial awareness	30. Taking apart and putting together: Children take things apart and fit them together.	Mathematics – 5.4.2 Children transform (compose and decompose) shapes with adult support.
			4bYP-1	Plan ways to solve problems with adult support	Young Preschoolers (48mo/4yr)	B. Problem solving with materials	KDI 4. Problem solving: Children solve problems encountered in play.	Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children recognize problems with materials, tools, or processes and adapt their strategies to develop solutions, applying what they learn to new situations.
			4bYP-2	Ask or why, who, what, where questions		L. Speaking; M. Listening and comprehension	KDI 22. Speaking: Children express themselves using language.; KDI 21. Comprehension: Children understand language.	Language and Literacy — LL 4.1.3 Language & Communication: Children ask questions to learn more about topics that interest them.
			4bYP-3	With adult help, draw a conclusion based on data		W. Data analysis; CC. Experimenting, predicting, and drawing conclusions	KDI 39. Data analysis: Children use information about quantity to draw conclusions, make decisions, and solve problems.; KDI 49. Drawing conclusions: Children draw conclusions based on their experiences and observations.	Mathematics — M 5.6.2 Data: Children represent and interpret data in concrete and abstract ways.; Science — S 6.1.1 Scientific Inquiry: Children engage in scientific inquiry by questioning, making observations, making simple predictions, investigating and collecting evidence, and describing what they notice.
			4bYP-4	Participate in creating charts or graphs to represent data collection		W. Data analysis	KDI 39. Data analysis: Children use information about quantity to draw conclusions, make decisions, and solve problems.	Mathematics — M 5.6.2 Data: Children represent and interpret data in concrete and abstract ways.
			4bOP-1	Use trial and error to reach a solution to a problem	Older Preschoolers (60mo/5yr)	B. Problem solving with materials; CC. Experimenting, predicting, and drawing conclusions	KDI 4. Problem solving: Children solve problems encountered in play.; KDI 47. Experimenting: Children experiment to test their ideas.	Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children recognize problems with materials, tools, or processes and adapt their strategies to develop solutions, applying what they learn to new situations.; Science — S 6.1.1 Scientific Inquiry: Children engage in scientific inquiry by questioning, making observations, making simple predictions, investigating and collecting evidence, and describing what they notice.
			4bOP-2	Gather data to answer questions to problems		W. Data analysis; BB. Observing and classifying	KDI 39. Data analysis: Children use information about quantity to draw conclusions, make decisions, and solve problems.; KDI 45. Observing: Children observe the materials and processes in their environment.	Mathematics — M 5.6.2 Data: Children represent and interpret data in concrete and abstract ways.; Science — S 6.1.1 Scientific Inquiry: Children engage in scientific inquiry by questioning, making observations, making simple predictions, investigating and collecting evidence, and describing what they notice.
			4bOP-3	Make a prediction based on data		W. Data analysis; CC. Experimenting, predicting, and drawing conclusions	KDI 39. Data analysis: Children use information about quantity to draw conclusions, make decisions, and solve problems.; KDI 48. Predicting: Children predict what they expect will happen.	Mathematics — M 5.6.2 Data: Children represent and interpret data in concrete and abstract ways.; Science — S 6.1.1 Scientific Inquiry: Children engage in scientific inquiry by questioning, making observations, making simple predictions, investigating and collecting evidence, and describing what they notice.

			4bOP-4	Interpret a chart or graph to explain data findings		W. Data analysis; L. Speaking	KDI 39. Data analysis: Children use information about quantity to draw conclusions, make decisions, and solve problems.; KDI 22. Speaking: Children express themselves using language.	Mathematics — M 5.6.2 Data: Children represent and interpret data in concrete and abstract ways.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.
		SEK1a: Scientific Inquiry: Children will gain knowledge through exploration and discovery.	1aI-1	Use senses to explore objects	Infants (9-12mo)	BB. Observing and classifying	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Science – 6.1.1 Children engage in scientific inquiry by questioning, making observations, investigating, and describing what they notice
			1aI-2	Show interest in a variety of objects, materials and activities		BB. Observing and classifying	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Science – 6.1.1 Children engage in scientific inquiry by questioning, making observations, investigating, and describing what they notice
			1aI-3	Handle and manipulate objects to learn about them		BB. Observing and classifying	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Science – 6.3.1 Children observe properties of materials and objects.
			1aI-4	Repeat action to learn about its impact		CC. Experimenting, predicting, and drawing conclusions	35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect	Science – 6.3.2 Children notice how objects move and change.
			1aYT-1	Use the five senses to observe and explore objects in the environment	Young Toddlers (18-24mo)	BB. Observing and classifying	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Science – 6.1.1 Children engage in scientific inquiry by questioning, making observations, investigating, and describing what they notice
			1aYT-2	Notice that something happens as a result of an action		CC. Experimenting, predicting, and drawing conclusions	35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect	Science – 6.3.2 Children notice how objects move and change.
			1aYT-3	Interact with materials and the environment to learn new ideas		CC. Experimenting, predicting, and drawing conclusions	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Science – 6.1.1 Children engage in scientific inquiry by questioning, making observations, investigating, and describing what they notice
			1aYT-4	Repeat actions to achieve a desired effect		CC. Experimenting, predicting, and drawing conclusions	35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect	Science – 6.3.2 Children notice how objects move and change.
			1aOT-1	Use the senses to describe objects, people, or actions	Older Toddlers (36mo/3yr)	BB. Observing and classifying	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Science – 6.3.1 Children observe properties of materials and objects.
			1aOT-2	Use observation and experimentation to answer questions		CC. Experimenting, predicting, and drawing conclusions	35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect	Science – 6.1.1 Children engage in scientific inquiry by questioning, making observations, investigating, and describing what they notice
			1aOT-3	Ask questions to find out why		CC. Experimenting, predicting, and drawing conclusions	35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect	Science – 6.1.1 Children engage in scientific inquiry by questioning, making observations, investigating, and describing what they notice
			1aOT-4	Show understanding of cause and effect		CC. Experimenting, predicting, and drawing conclusions	35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect	Science – 6.3.2 Children notice how objects move and change.
			1aYP-1	Identify and differentiate the five senses	Young Preschoolers (48mo/4yr)	BB. Observing and classifying	KDI 45. Observing: Children observe the materials and processes in their environment. KDI 46. Classifying: Children classify materials, actions, people, and events.	Science — S 6.1.1 Scientific Inquiry: Children engage in scientific inquiry by questioning, making observations, making simple predictions, investigating and collecting evidence, and describing what they notice.
			1aYP-2	Make predictions based on past experiences		CC. Experimenting, predicting, and drawing conclusions	KDI 48. Predicting: Children predict what they expect will happen.	Science — S 6.1.1 Scientific Inquiry: Children engage in scientific inquiry by questioning, making observations, making simple predictions, investigating and collecting evidence, and describing what they notice.
			1aYP-3	Participate in experiments to learn new information		CC. Experimenting, predicting, and drawing conclusions	KDI 47. Experimenting: Children experiment to test their ideas.	Science — S 6.1.1 Scientific Inquiry: Children engage in scientific inquiry by questioning, making observations, making simple predictions, investigating and collecting evidence, and describing what they notice.
			1aYP-4	Discuss potential cause and effect relationships		CC. Experimenting, predicting, and drawing conclusions L. Speaking	KDI 49. Drawing conclusions: Children draw conclusions based on their experiences and observations. KDI 50. Communicating ideas: Children communicate their ideas about the characteristics of things and how they work. KDI 22. Speaking: Children express themselves using language.	Science — S 6.1.1 Scientific Inquiry: Children engage in scientific inquiry by questioning, making observations, making simple predictions, investigating and collecting evidence, and describing what they notice. Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.
			1aOP-1	Use the five senses to collect information		BB. Observing and classifying	KDI 45. Observing: Children observe the materials and processes in their environment.	Science — S 6.1.1 Scientific Inquiry: Children engage in scientific inquiry by questioning, making observations, making simple predictions, investigating and collecting evidence, and describing what they notice.

			1aOP-2	Try new approaches when results differ from what is expected	Older Preschoolers (60mo/5yr)	B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions	KDI 4. Problem solving: Children solve problems encountered in play. KDI 47. Experimenting: Children experiment to test their ideas.	Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children recognize problems with materials, tools, or processes and adapt their strategies to develop solutions, applying what they learn to new situations. Science — S 6.1.1 Scientific Inquiry: Children engage in scientific inquiry by questioning, making observations, making simple predictions, investigating and collecting evidence, and describing what they notice.
			1aOP-3	Form conclusions based on observable actions or results		CC. Experimenting, predicting, and drawing conclusions	KDI 49. Drawing conclusions: Children draw conclusions based on their experiences and observations.	Science — S 6.1.1 Scientific Inquiry: Children engage in scientific inquiry by questioning, making observations, making simple predictions, investigating and collecting evidence, and describing what they notice.
			1aOP-4	Predict outcomes based on cause and effect, "If I…., then I…."		CC. Experimenting, predicting, and drawing conclusions	KDI 48. Predicting: Children predict what they expect will happen. KDI 49. Drawing conclusions: Children draw conclusions based on their experiences and observations.	Science — S 6.1.1 Scientific Inquiry: Children engage in scientific inquiry by questioning, making observations, making simple predictions, investigating and collecting evidence, and describing what they notice.
		SEK1b: Biological Science: Children will differentiate between living and non-living things and their characteristics.	1bI-1	Show interest and curiosity in the world	Infants (9-12mo)	DD. Natural and physical world	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Science – 6.1.1 Children engage in scientific inquiry by questioning, making observations, investigating, and describing what they notice.
			1bI-2	Indicate basic needs through crying		K. Personal care and healthy behavior	17. Nonverbal communication: Children communicate nonverbally.	Language and Literacy – 4.1.3 Children seek help from an adult and communicate their needs.
			1bI-3	Explore and discover different body parts		K. Personal care and healthy behavior	12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking).	Physical Development and Health – 3.3.1 Children identify body parts and how they function.
			1bI-4	Respond to characteristics of living things		DD. Natural and physical world	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Science – 6.2.1 Children identify characteristics of living things.
			1bYT-1	Explore a variety of living and non-living things	Young Toddlers (18-24mo)	DD. Natural and physical world	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Science – 6.1.1 Children engage in scientific inquiry by questioning, making observations, investigating, and describing what they notice.
			1bYT-2	Verbalize needs through short phrases		L. Speaking	19. Speaking: Children speak.	Language and Literacy – 4.1.3 Children seek help from an adult and communicate their needs.
			1bYT-3	Show or use specific body parts when asked by adult		K. Personal care and healthy behavior	12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking).	Physical Development and Health – 3.3.1 Children identify body parts and how they function.
			1bYT-4	Differentiate between adults and babies		FF. Knowledge of self and others	4. Distinguishing self and others: Children distinguish themselves from others.	Social Studies – 8.1.1 Children identify similarities and differences between themselves and others in their families and classroom.
			1bOT-1	Explore the characteristics of living and non-living things	Older Toddlers (36mo/3yr)	DD. Natural and physical world	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Science – 6.2.1 Children identify characteristics of living things. Science – 6.3.1 Children observe properties of materials and objects.
			1bOT-2	Show understanding that plants and animals have basic needs		DD. Natural and physical world	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Science – 6.2.1 Children identify characteristics of living things.
			1bOT-3	Name body parts		K. Personal care and healthy behavior	12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking).	Physical Development and Health – 3.3.1 Children identify body parts and how they function.
			1bOT-4	Observe plants' and animals' growth and change over time		DD. Natural and physical world	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Science – 6.2.1 Children identify characteristics of living things.
			1bYP-1	Sort living and non-living things by one or more basic characteristics	Young Preschoolers (48mo/4yr)	DD. Natural and physical world; L. Speaking	KDI 51. Natural and physical world: Children gather knowledge about the natural and physical world.; KDI 50. Communicating ideas: Children communicate their ideas about the characteristics of things and how they work.	Science — S 6.2.1 Natural Environment: Children describe characteristics of living things and their habitats, and notice simple patterns of growth and change over time.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.
			1bYP-2	With adult support, describe how living things depend on other non-living and living things to survive		K. Personal care and healthy behavior; BB. Observing and classifying	KDI 18. Body awareness: Children know about their bodies and how to navigate them in space.; KDI 45. Observing: Children observe the materials and processes in their environment.	Physical Development and Health — PDH 3.1.2 Gross Motor: Children demonstrate body and spatial awareness by adjusting position, speed, and/or direction to avoid obstacles.; Science — S 6.1.1 Scientific Inquiry: Children engage in scientific inquiry by questioning, making observations, making simple predictions, investigating and collecting evidence, and describing what they notice.

			1bYP-3	Explore the function of body parts		DD. Natural and physical world; L. Speaking	KDI 51. Natural and physical world: Children gather knowledge about the natural and physical world.; KDI 50. Communicating ideas: Children communicate their ideas about the characteristics of things and how they work.	Science — S 6.2.1 Natural Environment: Children describe characteristics of living things and their habitats, and notice simple patterns of growth and change over time.
			1bYP-4	Explain how plants and animals change over time		DD. Natural and physical world; BB. Observing and classifying	KDI 51. Natural and physical world: Children gather knowledge about the natural and physical world.; KDI 46. Classifying: Children classify materials, actions, people, and events.; KDI 50. Communicating ideas: Children communicate their ideas about the characteristics of things and how they work.	Science — S 6.2.1 Natural Environment: Children describe characteristics of living things and their habitats, and notice simple patterns of growth and change over time.; Science — S 6.3.1 Physical Science: Children observe, describe, and compare properties of materials and objects.
			1bOP-1	Describe differences between living and non-living things	Older Preschoolers (60mo/5yr)	DD. Natural and physical world; L. Speaking	KDI 51. Natural and physical world: Children gather knowledge about the natural and physical world.; KDI 50. Communicating ideas: Children communicate their ideas about the characteristics of things and how they work.	Science — S 6.2.1 Natural Environment: Children describe characteristics of living things and their habitats, and notice simple patterns of growth and change over time.
			1bOP-2	Describe how living things interact with the environment and its conditions to survive		K. Personal care and healthy behavior; L. Speaking	KDI 18. Body awareness: Children know about their bodies and how to navigate them in space.; KDI 50. Communicating ideas: Children communicate their ideas about the characteristics of things and how they work.; KDI 22. Speaking: Children express themselves using language.	Physical Development and Health — PDH 3.1.2 Gross Motor: Children demonstrate body and spatial awareness by adjusting position, speed, and/or direction to avoid obstacles.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.
			1bOP-3	Describe the functions of body parts		DD. Natural and physical world; L. Speaking	KDI 51. Natural and physical world: Children gather knowledge about the natural and physical world.; KDI 50. Communicating ideas: Children communicate their ideas about the characteristics of things and how they work.	Science — S 6.2.1 Natural Environment: Children describe characteristics of living things and their habitats, and notice simple patterns of growth and change over time.
			1bOP-4	Describe the predictable patterns for life cycles of plants and animals		DD. Natural and physical world; L. Speaking	KDI 51. Natural and physical world: Children gather knowledge about the natural and physical world.; KDI 50. Communicating ideas: Children communicate their ideas about the characteristics of things and how they work.	Science — S 6.2.1 Natural Environment: Children describe characteristics of living things and their habitats, and notice simple patterns of growth and change over time.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.
		SEK1c: Physical Science: Children will demonstrate emerging understanding of matter and energy.	1cI-1	Explore and discover the motion of objects	Infants (9-12mo)	CC. Experimenting, predicting, and drawing conclusions	34. Speed: Children experience "fast" and "slow."	Science – 6.3.2 Children notice how objects move and change.
			1cI-2	Handle objects to learn about their characteristics or properties		BB. Observing and classifying	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Science – 6.3.1 Children observe properties of materials and objects.
			1cYT-1	Explore the ways in which objects move	Young Toddlers (18-24mo)	CC. Experimenting, predicting, and drawing conclusions	34. Speed: Children experience "fast" and "slow."	Science – 6.3.2 Children notice how objects move and change.
			1cYT-2	Begin to categorize objects according to their attributes		BB. Observing and classifying	24. Exploring same and different: Children explore and notice how things are the same or different.	Mathematics – 5.6.1 Children identify similarities and differences in order to sort according to one attribute.
			1cYT-3	Explore the properties of liquids and solids		BB. Observing and classifying	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Science – 6.3.1 Children observe properties of materials and objects.
			1cOT-1	Explore different ways that familiar objects can move or be moved	Older Toddlers (36mo/3yr)	CC. Experimenting, predicting, and drawing conclusions	35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect	Science – 6.3.2 Children notice how objects move and change.
			1cOT-2	Describe the physical attributes of objects		BB. Observing and classifying	24. Exploring same and different: Children explore and notice how things are the same or different.	Science – 6.3.1 Children observe properties of materials and objects.

			1cOT-3	Categorize objects as liquid or solid		BB. Observing and classifying	24. Exploring same and different: Children explore and notice how things are the same or different.	Mathematics – 5.6.1 Children identify similarities and differences in order to sort according to one attribute.
			1cYP-1	Notice strategies that impact how balls, cars, and other objects can change speed	Young Preschoolers (48mo/4yr)	CC. Experimenting, predicting, and drawing conclusions; DD. Natural and physical world	KDI 47. Experimenting: Children experiment to test their ideas.; KDI 51. Natural and physical world: Children gather knowledge about the natural and physical world.	Science — S 6.3.2 Physical Science: Children describe how objects move and change, and give explanations about why change occurs.
			1cYP-2	Sort and describe objects according to their physical properties, including size, shape, texture, and color		BB. Observing and classifying; L. Speaking	KDI 45. Observing: Children observe the materials and processes in their environment.; KDI 46. Classifying: Children classify materials, actions, people, and events.; KDI 50. Communicating ideas: Children communicate their ideas about the characteristics of things and how they work.	Science — S 6.3.1 Physical Science: Children observe, describe, and compare properties of materials and objects.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.
			1cYP-3	Investigate and identify the differences between liquids and solids		BB. Observing and classifying; CC. Experimenting, predicting, and drawing conclusions; DD. Natural and physical world	KDI 45. Observing: Children observe the materials and processes in their environment.; KDI 46. Classifying: Children classify materials, actions, people, and events.; KDI 47. Experimenting: Children experiment to test their ideas.; KDI 51. Natural and physical world: Children gather knowledge about the natural and physical world.	Science — S 6.3.1 Physical Science: Children observe, describe, and compare properties of materials and objects.
			1cYP-4	Explore the properties of light and sound, with adult guidance		BB. Observing and classifying; CC. Experimenting, predicting, and drawing conclusions; DD. Natural and physical world	KDI 45. Observing: Children observe the materials and processes in their environment.; KDI 47. Experimenting: Children experiment to test their ideas.; KDI 51. Natural and physical world: Children gather knowledge about the natural and physical world.	Science — S 6.1.1 Scientific Inquiry: Children engage in scientific inquiry by questioning, making observations, making simple predictions, investigating and collecting evidence, and describing what they notice.; Science — S 6.3.1 Physical Science: Children observe, describe, and compare properties of materials and objects.
	SEK 1: SCIENCE CONCEPTS		1cOP-1	Experiment with cars, balls, and other objects to determine which is faster	Older Preschoolers (60mo/5yr)	CC. Experimenting, predicting, and drawing conclusions; DD. Natural and physical world	KDI 47. Experimenting: Children experiment to test their ideas.; KDI 48. Predicting: Children predict what they expect will happen.; KDI 51. Natural and physical world: Children gather knowledge about the natural and physical world.	Science — S 6.1.1 Scientific Inquiry: Children engage in scientific inquiry by questioning, making observations, making simple predictions, investigating and collecting evidence, and describing what they notice.; Science — S 6.3.2 Physical Science: Children describe how objects move and change, and give explanations about why change occurs.
			1cOP-2	Notice and explain changes in physical properties of objects as a result of outside influences		CC. Experimenting, predicting, and drawing conclusions; DD. Natural and physical world; L. Speaking	KDI 49. Drawing conclusions: Children draw conclusions based on their experiences and observations.; KDI 50. Communicating ideas: Children communicate their ideas about the characteristics of things and how they work.; KDI 51. Natural and physical world: Children gather knowledge about the natural and physical world.	Science — S 6.3.2 Physical Science: Children describe how objects move and change, and give explanations about why change occurs.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.
			1cOP-3	Describe characteristics of solids and liquids		BB. Observing and classifying; DD. Natural and physical world; L. Speaking	KDI 45. Observing: Children observe the materials and processes in their environment.; KDI 46. Classifying: Children classify materials, actions, people, and events.; KDI 50. Communicating ideas: Children communicate their ideas about the characteristics of things and how they work.; KDI 51. Natural and physical world: Children gather knowledge about the natural and physical world.	Science — S 6.3.1 Physical Science: Children observe, describe, and compare properties of materials and objects.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.

			1cOP-4	Investigate the properties of light and sound		BB. Observing and classifying; CC. Experimenting, predicting, and drawing conclusions; DD. Natural and physical world	KDI 45. Observing: Children observe the materials and processes in their environment.; KDI 47. Experimenting: Children experiment to test their ideas.; KDI 51. Natural and physical world: Children gather knowledge about the natural and physical world.	Science — S 6.1.1 Scientific Inquiry: Children engage in scientific inquiry by questioning, making observations, making simple predictions, investigating and collecting evidence, and describing what they notice.; Science — S 6.3.1 Physical Science: Children observe, describe, and compare properties of materials and objects.
		SEK1d: Earth and Space Science: Children will demonstrate emerging understanding of the earth and atmosphere.	1dI-1	Explore textures and sounds found in nature	Infants (9-12mo)	CC. Experimenting, predicting, and drawing conclusions	35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect	Science – 6.3.2 Children notice how objects move and change.
			1dI-2	Enjoy water play		CC. Experimenting, predicting, and drawing conclusions T. Geometry: Shapes and spatial awareness	30. Taking apart and putting together: Children take things apart and fit them together. 35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect	Science – 6.3.2 Children notice how objects move and change. Mathematics – 5.4.2 Children transform (compose and decompose) shapes with adult support.
			1dI-3	Show interest in the earth and sky		I. Gross-motor skills T. Geometry: Shapes and spatial awareness	13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing). 31. Seeing from different viewpoints: Children observe people and things from various perspectives.	Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control. Physical Development and Health – 3.1.2 Children use their senses and spatial awareness to understand where their body is in relation to the
			1dI-4	Respond to changes in the temperature (weather)		CC. Experimenting, predicting, and drawing conclusions EE. Tools and technology	14. Moving with objects: Children move with objects. 35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect	Science – 6.3.2 Children notice how objects move and change. Technology and Engineering – 7.2.1 Children investigate how things work.
			1dYT-1	Use basic tools to explore soil and sand	Young Toddlers (18-24mo)	T. Geometry: Shapes and spatial awareness J. Fine-motor skills	28. Locating objects: Children explore and notice the location of objects. 30. Taking apart and putting together: Children take things apart and fit them together.	Mathematics – 5.4.2 Children transform (compose and decompose) shapes with adult support. Mathematics – 5.4.3 Children explore concepts of space, direction, and location by using positional words.
			1dYT-2	Engage in water play with tools such as cups and sieves		I. Gross-motor skills	12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking). 13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing).	Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control.
			1dYT-3	Show interest or recognize objects that are in the sky		T. Geometry: Shapes and spatial awareness J. Fine-motor skills	14. Moving with objects: Children move with objects. 28. Locating objects: Children explore and notice the location of objects.	Mathematics – 5.4.3 Children explore concepts of space, direction, and location by using positional words. Physical Development and Health – 3.2.1 Children use their small muscles with increasing control.
			1dYT-4	Recognize different weather types		J. Fine-motor skills CC. Experimenting, predicting, and drawing conclusions	30. Taking apart and putting together: Children take things apart and fit them together. 37. Exploring art materials: Children explore building and art materials	Technology and Engineering – 7.2.2 Children engage in the engineering design process by building, noticing a problem, and seeking a solution.
			1dYT-5	Begin to differentiate day from night		I. Gross-motor skills T. Geometry: Shapes and spatial awareness	13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing). 28. Locating objects: Children explore and notice the location of objects.	Physical Development and Health – 3.1.2 Children use their senses and spatial awareness to understand where their body is in relation to the environment. Mathematics – 5.4.3 Children explore concepts of space, direction, and location by using positional words.
			1dOT-1	Explore the properties of soil and sand	Older Toddlers (36mo/3yr)	CC. Experimenting, predicting, and drawing conclusions	35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect	Science – 6.3.2 Children notice how objects move and change.
			1dOT-2	Begin to explore the properties of water through play		CC. Experimenting, predicting, and drawing conclusions T. Geometry: Shapes and spatial awareness	30. Taking apart and putting together: Children take things apart and fit them together. 35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect	Science – 6.3.2 Children notice how objects move and change. Mathematics – 5.4.2 Children transform (compose and decompose) shapes with adult support.
			1dOT-3	Name objects in the sky: stars, sun, moon, clouds		I. Gross-motor skills T. Geometry: Shapes and spatial awareness	13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing). 31. Seeing from different viewpoints: Children observe people and things from various perspectives.	Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control. Physical Development and Health – 3.1.2 Children use their senses and spatial awareness to understand where their body is in relation to the
			1dOT-4	Match clothing needs to appropriate season or weather with adult assistance		CC. Experimenting, predicting, and drawing conclusions EE. Tools and technology	14. Moving with objects: Children move with objects. 35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect	Science – 6.3.2 Children notice how objects move and change. Technology and Engineering – 7.2.1 Children investigate how things work.

			1dOT-5	Draw pictures that represent day or night		T. Geometry: Shapes and spatial awareness J. Fine-motor skills	28. Locating objects: Children explore and notice the location of objects. 30. Taking apart and putting together: Children take things apart and fit them together.	Mathematics – 5.4.2 Children transform (compose and decompose) shapes with adult support. Mathematics – 5.4.3 Children explore concepts of space, direction, and location by using positional words.
			1dYP-1	Describe the properties of earth materials, soil and sand		BB. Observing and classifying; DD. Natural and physical world; L. Speaking	KDI 45. Observing: Children observe the materials and processes in their environment.; KDI 46. Classifying: Children classify materials, actions, people, and events.; KDI 50. Communicating ideas: Children communicate their ideas about the characteristics of things and how they work.; KDI 51. Natural and physical world: Children gather knowledge about the natural and physical world.	Science — S 6.2.2 Natural Environment: Children observe and describe features and changes in the earth, sky, and other natural phenomena.; Science — S 6.3.1 Physical Science: Children observe, describe, and compare properties of materials and objects.
			1dYP-2	Investigate the properties of water through experimentation	Young Preschoolers (48mo/4yr)	CC. Experimenting, predicting, and drawing conclusions; DD. Natural and physical world	KDI 47. Experimenting: Children experiment to test their ideas.; KDI 51. Natural and physical world: Children gather knowledge about the natural and physical world.	Science — S 6.1.1 Scientific Inquiry: Children engage in scientific inquiry by questioning, making observations, making simple predictions, investigating and collecting evidence, and describing what they notice.; Science — S 6.3.1 Physical Science: Children observe, describe, and compare properties of materials and objects.
			1dYP-3	Differentiate day and nighttime objects in the sky		BB. Observing and classifying; DD. Natural and physical world	KDI 45. Observing: Children observe the materials and processes in their environment.; KDI 46. Classifying: Children classify materials, actions, people, and events.; KDI 51. Natural and physical world: Children gather knowledge about the natural and physical world.	Science — S 6.2.2 Natural Environment: Children observe and describe features and changes in the earth, sky, and other natural phenomena.
			1dYP-4	Describe changes in weather or seasons over time		DD. Natural and physical world; HH. History; L. Speaking	KDI 51. Natural and physical world: Children gather knowledge about the natural and physical world.; KDI 57. History: Children understand past, present, and future.; KDI 50. Communicating ideas: Children communicate their ideas about the characteristics of things and how they work.	Science — S 6.2.2 Natural Environment: Children observe and describe features and changes in the earth, sky, and other natural phenomena.; Social Studies — 8.4.1 Time, Continuity & Change: Children communicate about past events in their own lives.
			1dYP-5	Describe daytime and nighttime activities		HH. History; L. Speaking	KDI 57. History: Children understand past, present, and future.; KDI 22. Speaking: Children express themselves using language.	Social Studies — 8.4.1 Time, Continuity & Change: Children communicate about past events in their own lives.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.
			1dOP-1	Compare and contrast the properties of natural materials, soil and sand		BB. Observing and classifying; DD. Natural and physical world; L. Speaking	KDI 45. Observing: Children observe the materials and processes in their environment.; KDI 46. Classifying: Children classify materials, actions, people, and events.; KDI 50. Communicating ideas: Children communicate their ideas about the characteristics of things and how they work.; KDI 51. Natural and physical world: Children gather knowledge about the natural and physical world.	Science — S 6.2.2 Natural Environment: Children observe and describe features and changes in the earth, sky, and other natural phenomena.; Science — S 6.3.1 Physical Science: Children observe, describe, and compare properties of materials and objects.

Science Exploration and Knowledge			1dOP-2	Describe the properties and changes of water	Older Preschoolers (60mo/5yr)	DD. Natural and physical world; CC. Experimenting, predicting, and drawing conclusions; L. Speaking	KDI 51. Natural and physical world: Children gather knowledge about the natural and physical world.; KDI 49. Drawing conclusions: Children draw conclusions based on their experiences and observations.; KDI 50. Communicating ideas: Children communicate their ideas about the characteristics of things and how they work.	Science — S 6.3.1 Physical Science: Children observe, describe, and compare properties of materials and objects.; Science — S 6.3.2 Physical Science: Children describe how objects move and change, and give explanations about why change occurs.
			1dOP-3	Explore the characteristics of the sun and shadows, moon, clouds and stars		BB. Observing and classifying; DD. Natural and physical world	KDI 45. Observing: Children observe the materials and processes in their environment.; KDI 51. Natural and physical world: Children gather knowledge about the natural and physical world.	Science — S 6.2.2 Natural Environment: Children observe and describe features and changes in the earth, sky, and other natural phenomena.
			1dOP-4	Explain how weather and its changes impact daily life		DD. Natural and physical world; L. Speaking	KDI 51. Natural and physical world: Children gather knowledge about the natural and physical world.; KDI 50. Communicating ideas: Children communicate their ideas about the characteristics of things and how they work.	Science — S 6.2.2 Natural Environment: Children observe and describe features and changes in the earth, sky, and other natural phenomena.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.
			1dOP-5	Describe the day and night cycle		DD. Natural and physical world; HH. History; L. Speaking	KDI 51. Natural and physical world: Children gather knowledge about the natural and physical world.; KDI 57. History: Children understand past, present, and future.; KDI 50. Communicating ideas: Children communicate their ideas about the characteristics of things and how they work.	Science — S 6.2.2 Natural Environment: Children observe and describe features and changes in the earth, sky, and other natural phenomena.; Social Studies — 8.4.1 Time, Continuity & Change: Children communicate about past events in their own lives.
		SEK1e: Environment and Ecology: Children will demonstrate emerging understanding of their impact on taking care of the world.	1eI-1	Demonstrate joy in being outside	Infants (9-12mo)	DD. Natural and physical world	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Science – 6.2.2 Children observe features and changes in the earth, sky, and other natural phenomena.
			1eYT-1	Show interest in nature	Young Toddlers (18-24mo)	DD. Natural and physical world	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Science – 6.2.1 Children identify characteristics of living things.
			1eYT-2	Show an understanding of trash or things that need to be discarded		DD. Natural and physical world	11. Group participation: Children participate in group routines.	Science – 6.2.3 Children participate in caring for the natural environment with adult support.
			1eOT-1	Respond to changes in the natural environment	Older Toddlers (36mo/3yr)	DD. Natural and physical world	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Science – 6.2.2 Children observe features and changes in the earth, sky, and other natural phenomena.
			1eOT-2	Participate in daily cleanup activities with adult direction		G. Community	11. Group participation: Children participate in group routines.	Science – 6.2.3 Children participate in caring for the natural environment with adult support.
			1eOT-3	Participate in simple activities to protect the environment		DD. Natural and physical world	11. Group participation: Children participate in group routines.	Science – 6.2.3 Children participate in caring for the natural environment with adult support.
			1eYP-1	Recognize unique features in the environment	Young Preschoolers (48mo/4yr)	BB. Observing and classifying; DD. Natural and physical world	KDI 45. Observing: Children observe the materials and processes in their environment.; KDI 51. Natural and physical world: Children gather knowledge about the natural and physical world.	Science — S 6.2.2 Natural Environment: Children observe and describe features and changes in the earth, sky, and other natural phenomena.
			1eYP-2	Participate in activities that keep the environment clean		DD. Natural and physical world; G. Community	KDI 58. Ecology: Children understand the importance of taking care of their environment.; KDI 11. Community: Children participate in the community of the classroom.	Science — S 6.2.3 Natural Environment: Children actively care for the natural environment by engaging in everyday practices and giving reasons why their actions are important.
			1eYP-3	Describe ways to protect the environment		DD. Natural and physical world; L. Speaking	KDI 58. Ecology: Children understand the importance of taking care of their environment.; KDI 50. Communicating ideas: Children communicate their ideas about the characteristics of things and how they work.	Science — S 6.2.3 Natural Environment: Children actively care for the natural environment by engaging in everyday practices and giving reasons why their actions are important.

			1eYP-4	Differentiate the habitats where species live		DD. Natural and physical world; BB. Observing and classifying	KDI 51. Natural and physical world: Children gather knowledge about the natural and physical world.; KDI 46. Classifying: Children classify materials, actions, people, and events.	Science — S 6.2.1 Natural Environment: Children describe characteristics of living things and their habitats, and notice simple patterns of growth and change over time.
			1eOP-1	Describe how changes to the environment occur	Older Preschoolers (60mo/5yr)	DD. Natural and physical world; CC. Experimenting, predicting, and drawing conclusions; L. Speaking	KDI 51. Natural and physical world: Children gather knowledge about the natural and physical world.; KDI 49. Drawing conclusions: Children draw conclusions based on their experiences and observations.; KDI 50. Communicating ideas: Children communicate their ideas about the characteristics of things and how they work.	Science — S 6.2.2 Natural Environment: Children observe and describe features and changes in the earth, sky, and other natural phenomena.
			1eOP-2	Discuss how actions positively and negatively impact the environment		DD. Natural and physical world; L. Speaking	KDI 58. Ecology: Children understand the importance of taking care of their environment.; KDI 50. Communicating ideas: Children communicate their ideas about the characteristics of things and how they work.	Science — S 6.2.3 Natural Environment: Children actively care for the natural environment by engaging in everyday practices and giving reasons why their actions are important.
			1eOP-3	Demonstrate conservation as part of daily routines		DD. Natural and physical world; G. Community	KDI 58. Ecology: Children understand the importance of taking care of their environment.; KDI 11. Community: Children participate in the community of the classroom.	Science — S 6.2.3 Natural Environment: Children actively care for the natural environment by engaging in everyday practices and giving reasons why their actions are important.
			1eOP-4	Describe the features of habitats that species need for life		EE. Tools and technology	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Technology and Engineering – 7.1.1 Children explore tools.
		SEK2a: Use of Tools: Children will use simple and more complex tools to accomplish a task.	2aI-1	Manipulate toys, often with a purpose	Infants (9-12mo)	EE. Tools and technology	35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.	Technology and Engineering – 7.1.1 Children explore tools.
			2aYT-1	Explore the use of simple tools to get results	Young Toddlers (18-24mo)	EE. Tools and technology	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Technology and Engineering – 7.1.2 Children explore digital tools and devices.
			2aYT-2	Explore simple technology tools		EE. Tools and technology	35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.	Technology and Engineering – 7.2.1 Children investigate how things work.
			2aYT-3	Observe the function of technology tools in the environment		EE. Tools and technology	35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.	Technology and Engineering – 7.1.1 Children explore tools.
			2aOT-1	Use simple tools to build knowledge and obtain a result	Older Toddlers (36mo/3yr)	EE. Tools and technology	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Technology and Engineering – 7.1.2 Children explore digital tools and devices.
			2aOT-2	Include technology tools or toys during play		EE. Tools and technology	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Technology and Engineering – 7.1.2 Children explore digital tools and devices.
			2aOT-3	Identify different types of technology		EE. Tools and technology	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Technology and Engineering – 7.1.1 Children explore tools.
			2aYP-1	Use tools to solve problems		EE. Tools and technology; B. Problem solving with materials	KDI 52. Tools and technology: Children explore and use tools and technology.; KDI 4. Problem solving: Children solve problems encountered in play.	Technology & Engineering — TE 7.1.1 Tools & Technology: Children select and use analog tools safely in their attempt to accomplish goals and solve problems.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children recognize problems with materials, tools, or processes and adapt their strategies to develop solutions, applying what they learn to new situations.

			2aYP-2	Use a variety of simple technology tools with purpose	Young Preschoolers (48mo/4yr)	EE. Tools and technology	KDI 52. Tools and technology: Children explore and use tools and technology.	Technology & Engineering — TE 7.1.2 Tools & Technology: Children use age-appropriate digital tools and devices safely to explore information, communicate ideas, and answer questions.
			2aYP-3	Talk about the ways in which specific technology tools are used		EE. Tools and technology; L. Speaking	KDI 52. Tools and technology: Children explore and use tools and technology.; KDI 50. Communicating ideas: Children communicate their ideas about the characteristics of things and how they work.; KDI 22. Speaking: Children express themselves using language.	Technology & Engineering — TE 7.1.2 Tools & Technology: Children use age-appropriate digital tools and devices safely to explore information, communicate ideas, and answer questions.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.
			2aOP-1	Use or adapt appropriate tools and materials to create or solve problems	Older Preschoolers (60mo/5yr)	EE. Tools and technology; B. Problem solving with materials	KDI 52. Tools and technology: Children explore and use tools and technology.; KDI 4. Problem solving: Children solve problems encountered in play.	Technology & Engineering — TE 7.1.1 Tools & Technology: Children select and use analog tools safely in their attempt to accomplish goals and solve problems.; Technology & Engineering — TE 7.2.2 Engineering: Children engage in an interactive engineering design process by planning, building, noticing a problem, trying different ideas, and making changes as needed.
			2aOP-2	Use technology tools to seek out information or an answer to a problem		EE. Tools and technology	KDI 52. Tools and technology: Children explore and use tools and technology.; KDI 5. Use of resources: Children gather information and formulate ideas about their world.	Technology & Engineering — TE 7.1.2 Tools & Technology: Children use age-appropriate digital tools and devices safely to explore information, communicate ideas, and answer questions.; Technology & Engineering — TE 7.2.1 Engineering: Children investigate how things work.
			2aOP-3	Explain the purposes of specific technology tools		EE. Tools and technology; L. Speaking	KDI 52. Tools and technology: Children explore and use tools and technology.; KDI 50. Communicating ideas: Children communicate their ideas about the characteristics of things and how they work.; KDI 22. Speaking: Children express themselves using language.	Technology & Engineering — TE 7.1.2 Tools & Technology: Children use age-appropriate digital tools and devices safely to explore information, communicate ideas, and answer questions.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.
		SEK2b: Media Literacy: Children will demonstrate an understanding of the types of information they are receiving through media.	2bOT-1	Begin to differentiate real and pretend	Older Toddlers (36mo/3yr)	AA. Pretend play	36. Imitating and pretending: Children imitate and pretend.	Creative Arts – 9.4.1 Children participate in play scenarios.
			2bOT-2	Answer questions about whether events or ideas would really happen		AA. Pretend play	36. Imitating and pretending: Children imitate and pretend.	Creative Arts – 9.4.1 Children participate in play scenarios.
			2bYP-1	Identify real and pretend in stories or movies	Young Preschoolers (48mo/4yr)	AA. Pretend play; M. Listening and comprehension	KDI 43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.; KDI 21. Comprehension: Children understand language.	Creative Arts — CA 9.4.1 Dramatic Play: Children create play scenarios.; Language and Literacy — LL 4.7.4 Comprehension/Narrative: Children make inferences about a character's emotions during shared reading.
			2bYP-2	Relate events or characters in a story to ones in real life		M. Listening and comprehension; Q. Book enjoyment and knowledge	KDI 21. Comprehension: Children understand language.; KDI 28. Book knowledge: Children demonstrate knowledge about books.	Language and Literacy — LL 4.7.1 Comprehension/Narrative: Children retell familiar stories, including key details.; Language and Literacy — LL 4.7.4 Comprehension/Narrative: Children make inferences about a character's emotions during shared reading.
			2bYP-3	Identify the way technology tools can be used for both entertainment and to acquire information		EE. Tools and technology	KDI 52. Tools and technology: Children explore and use tools and technology.; KDI 5. Use of resources: Children gather information and formulate ideas about their world.	Technology & Engineering — TE 7.1.2 Tools & Technology: Children use age-appropriate digital tools and devices safely to explore information, communicate ideas, and answer questions.

			2bYP-4	Predict what might be inside a package or a story based on pictures or appearance		M. Listening and comprehension; P. Reading; CC. Experimenting, predicting, and drawing conclusions	KDI 21. Comprehension: Children understand language.; KDI 26. Reading: Children read for pleasure and information.; KDI 48. Predicting: Children predict what they expect will happen.	Language and Literacy — LL 4.7.3 Comprehension/Narrative: Children predict what might happen next based on story clues and their prior knowledge during shared reading.; Language and Literacy — LL 4.4.1 Print Concepts: Children understand that print appears in many forms and communicates ideas that can be read, viewed, and understood by others.
			2bYP-5	Ask questions about a story to gain more information or clarity		L. Speaking; M. Listening and comprehension	KDI 22. Speaking: Children express themselves using language.; KDI 21. Comprehension: Children understand language.	Language and Literacy — LL 4.1.3 Language & Communication: Children ask questions to learn more about topics that interest them.; Language and Literacy — LL 4.1.2 Language & Communication: Children understand and respond to questions from others.
			2bOP-1	Differentiate between real or pretend objects or situations		AA. Pretend play; BB. Observing and classifying	KDI 43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.; KDI 46. Classifying: Children classify materials, actions, people, and events.	Creative Arts — CA 9.4.1 Dramatic Play: Children create play scenarios.; Science — S 6.1.1 Scientific Inquiry: Children engage in scientific inquiry by questioning, making observations, making simple predictions, investigating and collecting evidence, and describing what they notice.
			2bOP-2	Discuss if information is realistic or could actually happen		M. Listening and comprehension; L. Speaking; C. Reflection	KDI 21. Comprehension: Children understand language.; KDI 22. Speaking: Children express themselves using language.; KDI 6. Reflection: Children reflect on their experiences.	Language and Literacy — LL 4.7.3 Comprehension/Narrative: Children predict what might happen next based on story clues and their prior knowledge during shared reading.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.
			2bOP-3	Describe the specific uses for technology tools	Older Preschoolers (60mo/5yr)	EE. Tools and technology; L. Speaking	KDI 52. Tools and technology: Children explore and use tools and technology.; KDI 50. Communicating ideas: Children communicate their ideas about the characteristics of things and how they work.; KDI 22. Speaking: Children express themselves using language.	Technology & Engineering — TE 7.1.2 Tools & Technology: Children use age-appropriate digital tools and devices safely to explore information, communicate ideas, and answer questions.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.
	SEK 2: TECHNOLOGY		2bOP-4	Identify differences between packaging and what's inside		BB. Observing and classifying; P. Reading	KDI 45. Observing: Children observe the materials and processes in their environment.; KDI 46. Classifying: Children classify materials, actions, people, and events.; KDI 27. Concepts about print: Children demonstrate knowledge about environmental print.	Science — S 6.3.1 Physical Science: Children observe, describe, and compare properties of materials and objects.; Language and Literacy — LL 4.4.1 Print Concepts: Children understand that print appears in many forms and communicates ideas that can be read, viewed, and understood by others.
			2bOP-5	Discuss the ways one can find out more information		L. Speaking; EE. Tools and technology; A. Initiative and planning	KDI 22. Speaking: Children express themselves using language.; KDI 5. Use of resources: Children gather information and formulate ideas about their world.; KDI 52. Tools and technology: Children explore and use tools and technology.	Language and Literacy — LL 4.1.3 Language & Communication: Children ask questions to learn more about topics that interest them.; Technology & Engineering — TE 7.1.2 Tools & Technology: Children use age-appropriate digital tools and devices safely to explore information, communicate ideas, and answer questions.; Technology & Engineering — TE 7.2.1 Engineering: Children investigate how things work.
		SEK2c: Digital Citizenship: Children will demonstrate safe use of technology.	2cOT-1	Use the computer or other digital media with adults' permission and guidance	Older Toddlers (36mo/3yr)	EE. Tools and technology	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Technology and Engineering – 7.1.2 Children explore digital tools and devices.

			2cYP-1	Follow rules for safe use of digital media	Young Preschoolers (48mo/4yr)	EE. Tools and technology; G. Community	KDI 52. Tools and technology: Children explore and use tools and technology.; KDI 11. Community: Children participate in the community of the classroom.	Technology & Engineering — TE 7.1.2 Tools & Technology: Children use age-appropriate digital tools and devices safely to explore information, communicate ideas, and answer questions.; Social Studies — SS 8.2.1 Community Membership: Children collaboratively generate solutions(s) that benefit the classroom community or to solve problems that occur in the classroom community with adult support.
			2cYP-2	Share use of technology to play a game or find out information		EE. Tools and technology; F. Building relationships with other children	KDI 52. Tools and technology: Children explore and use tools and technology.; KDI 12. Building relationships: Children build relationships with other children and adults.; KDI 5. Use of resources: Children gather information and formulate ideas about their world.	Technology & Engineering — TE 7.1.2 Tools & Technology: Children use age-appropriate digital tools and devices safely to explore information, communicate ideas, and answer questions.; Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships with both children and adults.
			2cYP-3	Demonstrate familiarity and understanding of the meaning of technology terms		EE. Tools and technology; L. Speaking	KDI 52. Tools and technology: Children explore and use tools and technology.; KDI 23. Vocabulary: Children understand and use a variety of words and phrases.	Technology & Engineering — TE 7.1.2 Tools & Technology: Children use age-appropriate digital tools and devices safely to explore information, communicate ideas, and answer questions.; Language and Literacy — LL 4.1.4 Language & Communication: Children understand and accurately use a variety of vocabulary words.
			2cOP-1	Identify appropriate and inappropriate use of digital media	Older Preschoolers (60mo/5yr)	EE. Tools and technology; G. Community	KDI 52. Tools and technology: Children explore and use tools and technology.; KDI 14. Moral development: Children develop an internal sense of right and wrong.; KDI 11. Community: Children participate in the community of the classroom.	Technology & Engineering — TE 7.1.2 Tools & Technology: Children use age-appropriate digital tools and devices safely to explore information, communicate ideas, and answer questions.; Social Studies — SS 8.2.1 Community Membership: Children collaboratively generate solutions(s) that benefit the classroom community or to solve problems that occur in the classroom community with adult support.
			2cOP-2	Collaborate with others to create a product or investigate information		F. Building relationships with other children; EE. Tools and technology; B. Problem solving with materials	KDI 13. Cooperative play: Children engage in cooperative play.; KDI 52. Tools and technology: Children explore and use tools and technology.; KDI 5. Use of resources: Children gather information and formulate ideas about their world.; KDI 4. Problem solving: Children solve problems encountered in play.	Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships with both children and adults.; Technology & Engineering — TE 7.1.2 Tools & Technology: Children use age-appropriate digital tools and devices safely to explore information, communicate ideas, and answer questions.; Technology & Engineering — TE 7.2.2 Engineering: Children engage in an interactive engineering design process by planning, building, noticing a problem, trying different ideas, and making changes as needed.
			2cOP-3	Use technology terms such as mouse, keyboard, printer as part of daily conversation		EE. Tools and technology; L. Speaking	KDI 52. Tools and technology: Children explore and use tools and technology.; KDI 23. Vocabulary: Children understand and use a variety of words and phrases.; KDI 22. Speaking: Children express themselves using language.	Technology & Engineering — TE 7.1.2 Tools & Technology: Children use age-appropriate digital tools and devices safely to explore information, communicate ideas, and answer questions.; Language and Literacy — LL 4.1.4 Language & Communication: Children understand and accurately use a variety of vocabulary words.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.

		SEK2d: Computational Thinking: The child will use emerging technological skills, concepts, and behaviors to solve problems or complete projects.	2dOT-1	Follow adult-directed steps to solve a simple problem	Older Toddlers (36mo/3yr)	B. Problem solving with materials	2. Problem solving: Children solve problems encountered in exploration and play.	Approaches to Learning – 1.3.1 Children communicate the presence of a problem(s) with materials and, with assistance, consider possible sources and solutions to the problem(s).
			2dOT-2	Identify similarities patterns in the way things are designed, how they look or what they represent, with adult guidance		BB. Observing and classifying	24. Exploring same and different: Children explore and notice how things are the same or different.	Mathematics – 5.3.1 Children notice patterns with adult support.
			2dYP-1	Accept adult support to identify the steps of a problem solution	Young Preschoolers (48mo/4yr)	A. Initiative and planning; B. Problem solving with materials	KDI 2. Planning: Children make plans and follow through on their intentions.; KDI 4. Problem solving: Children solve problems encountered in play.	Approaches to Learning — AL 1.1.2 Initiative & Planning: Children communicate their thoughts and decisions as they make plans, identify steps to accomplish their goal, and follow through.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children recognize problems with materials, tools, or processes and adapt their strategies to develop solutions, applying what they learn to new situations.
			2dYP-2	Find patterns or similarities in the environment or in objects		V. Patterns; BB. Observing and classifying	KDI 38. Patterns: Children identify, describe, copy, complete, and create patterns.; KDI 46. Classifying: Children classify materials, actions, people, and events.	Mathematics — M 5.3.1 Patterns & Algebraic Thinking: Children identify, copy, extend, create, and explain patterns.; Mathematics — M 5.6.1 Data: Children sort objects into categories according to more than one attribute and count how many in each group.
			2dYP-3	Predict what comes next in a problem-solving situation (or the sequence of a problem)		B. Problem solving with materials; CC. Experimenting, predicting, and drawing conclusions	KDI 4. Problem solving: Children solve problems encountered in play.; KDI 48. Predicting: Children predict what they expect will happen.	Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children recognize problems with materials, tools, or processes and adapt their strategies to develop solutions, applying what they learn to new situations.; Science — S 6.1.1 Scientific Inquiry: Children engage in scientific inquiry by questioning, making observations, making simple predictions, investigating and collecting evidence, and describing what they notice.
			2dOP-1	Break down the steps of a problem or activity (Decomposition)	Older Preschoolers (60mo/5yr)	A. Initiative and planning; B. Problem solving with materials	KDI 2. Planning: Children make plans and follow through on their intentions.; KDI 4. Problem solving: Children solve problems encountered in play.	Approaches to Learning — AL 1.1.2 Initiative & Planning: Children communicate their thoughts and decisions as they make plans, identify steps to accomplish their goal, and follow through.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children recognize problems with materials, tools, or processes and adapt their strategies to develop solutions, applying what they learn to new situations.
			2dOP-2	Extend and create design patterns (Pattern Recognition)		V. Patterns	KDI 38. Patterns: Children identify, describe, copy, complete, and create patterns.	Mathematics — M 5.3.1 Patterns & Algebraic Thinking: Children identify, copy, extend, create, and explain patterns.
			2dOP-3	Attempt to solve a problem by working through the sequence of steps (Algorithms)		A. Initiative and planning; B. Problem solving with materials	KDI 2. Planning: Children make plans and follow through on their intentions.; KDI 4. Problem solving: Children solve problems encountered in play.	Approaches to Learning — AL 1.1.2 Initiative & Planning: Children communicate their thoughts and decisions as they make plans, identify steps to accomplish their goal, and follow through.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children recognize problems with materials, tools, or processes and adapt their strategies to develop solutions, applying what they learn to new situations.
			2dOP-4	Assist teacher in sorting needed and unneeded information		BB. Observing and classifying	KDI 46. Classifying: Children classify materials, actions, people, and events.; KDI 5. Use of resources: Children gather information and formulate ideas about their world.	Mathematics — M 5.6.1 Data: Children sort objects into categories according to more than one attribute and count how many in each group.; Technology & Engineering — TE 7.2.1 Engineering: Children investigate how things work.

	SEK 3: ENGINEERING PROCESSES	SEK3: Engineering Processes: Children will use emerging understanding of design processes for problem solving.	3I-1	Explore toys that move	Infants (9-12mo)	CC. Experimenting, predicting, and drawing conclusions	35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.	Science – 6.3.2 Children notice how objects move and change.
			3I-2	Stack objects		U. Measurement	30. Taking apart and putting together: Children take things apart and fit them together.	Technology and Engineering – 7.2.2 Children engage in the engineering design process by building, noticing a problem, and seeking a solution.
			3YT-1	Use simple machines in play	Young Toddlers (18-24mo)	EE. Tools and technology	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Technology and Engineering – 7.1.1 Children explore tools.
			3YT-2	Notice characteristics of structures		BB. Observing and classifying	24. Exploring same and different: Children explore and notice how things are the same or different.	Science – 6.3.1 Children observe properties of materials and objects.
			3OT-1	Explore the way simple machines operate during play	Older Toddlers (36mo/3yr)	EE. Tools and technology	35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.	Technology and Engineering – 7.2.1 Children investigate how things work.
			3OT-2	Build structures that involve stability and motion		CC. Experimenting, predicting, and drawing conclusions	30. Taking apart and putting together: Children take things apart and fit them together.	Technology and Engineering – 7.2.2 Children engage in the engineering design process by building, noticing a problem, and seeking a solution.
			3OT-3	Create representations of structures		X. Art	37. Exploring art materials: Children explore building and art materials.	Creative Arts – 9.1.1 Children initiate and lead as they create 2-D and 3-D art representations.
			3YP-1	Explain how a machine operates to complete a task	Young Preschoolers (48mo/4yr)	EE. Tools and technology; L. Speaking	KDI 52. Tools and technology: Children explore and use tools and technology.; KDI 50. Communicating ideas: Children communicate their ideas about the characteristics of things and how they work.; KDI 22. Speaking: Children express themselves using language.	Technology & Engineering — TE 7.2.1 Engineering: Children investigate how things work.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.
			3YP-2	Build structures that deliberately experiment with stability and motion		CC. Experimenting, predicting, and drawing conclusions; EE. Tools and technology; B. Problem solving with materials	KDI 47. Experimenting: Children experiment to test their ideas.; KDI 4. Problem solving: Children solve problems encountered in play.; KDI 52. Tools and technology: Children explore and use tools and technology.	Technology & Engineering — TE 7.2.2 Engineering: Children engage in an interactive engineering design process by planning, building, noticing a problem, trying different ideas, and making changes as needed.; Science — S 6.3.2 Physical Science: Children describe how objects move and change, and give explanations about why change occurs.
			3YP-3	Draw or illustrate objects or experiences based on observations or interactions		X. Art; BB. Observing and classifying	KDI 40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.; KDI 45. Observing: Children observe the materials and processes in their environment.	Creative Arts — CA 9.1.1 Visual Arts: Children initiate and lead as they create 2-D and 3-D art representations.; Science — S 6.1.1 Scientific Inquiry: Children engage in scientific inquiry by questioning, making observations, making simple predictions, investigating and collecting evidence, and describing what they notice.
			3YP-4	Follow a set of sequential instructions to arrive at an answer (coding)		EE. Tools and technology; M. Listening and comprehension	KDI 52. Tools and technology: Children explore and use tools and technology.; KDI 21. Comprehension: Children understand language.	Technology & Engineering — TE 7.1.2 Tools & Technology: Children use age-appropriate digital tools and devices safely to explore information, communicate ideas, and answer questions.; Language and Literacy — LL 4.1.2 Language & Communication: Children understand and respond to questions from others.
			3OP-1	Use unique materials to create a simple machine	Older Preschoolers (60mo/5yr)	EE. Tools and technology; B. Problem solving with materials; CC. Experimenting, predicting, and drawing conclusions	KDI 52. Tools and technology: Children explore and use tools and technology.; KDI 4. Problem solving: Children solve problems encountered in play.; KDI 47. Experimenting: Children experiment to test their ideas.	Technology & Engineering — TE 7.1.1 Tools & Technology: Children select and use analog tools safely in their attempt to accomplish goals and solve problems.; Technology & Engineering — TE 7.2.2 Engineering: Children engage in an interactive engineering design process by planning, building, noticing a problem, trying different ideas, and making changes as needed.
			3OP-2	Follow a visual plan to create a structure		A. Initiative and planning; EE. Tools and technology; M. Listening and comprehension	KDI 2. Planning: Children make plans and follow through on their intentions.; KDI 52. Tools and technology: Children explore and use tools and technology.; KDI 21. Comprehension: Children understand language.	Approaches to Learning — AL 1.1.2 Initiative & Planning: Children communicate their thoughts and decisions as they make plans, identify steps to accomplish their goal, and follow through.; Technology & Engineering — TE 7.2.2 Engineering: Children engage in an interactive engineering design process by planning, building, noticing a problem, trying different ideas, and making changes as needed.
			3OP-3	Create detailed observational drawings that represent objects		X. Art; BB. Observing and classifying	KDI 40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.; KDI 45. Observing: Children observe the materials and processes in their environment.	Creative Arts — CA 9.1.1 Visual Arts: Children initiate and lead as they create 2-D and 3-D art representations.; Science — S 6.1.1 Scientific Inquiry: Children engage in scientific inquiry by questioning, making observations, making simple predictions, investigating and collecting evidence, and describing what they notice.

			3OP-4	Follow directional cues to accomplish a task		T. Geometry: Shapes and spatial awareness; M. Listening and comprehension	KDI 35. Spatial awareness: Children recognize spatial relationships among people and objects.; KDI 21. Comprehension: Children understand language.	Mathematics — M 5.4.3 Geometry & Spatial Awareness: Children show awareness about concepts of space, direction, and location by using positional, spatial, and directional words.; Language and Literacy — LL 4.1.2 Language & Communication: Children understand and respond to