HIGHSCOPE®

THE HIGHSCOPE preschool curriculum AND COR Advantage®

ALIGN MENT



Arizona Early Learning Standards (2026)

Preschool

2026 HighScope Alignment

Arizona Early Learning Standards	COR Advantage Items	HighScope Key Developmental Indicators (KDIs) — Preschool	HighScope Early Learning Goals — Preschool
SOCIAL EMOTIONAL DEVELOPMENT			
STRAND 1: Self-Awareness and Emotional Skills			
Concept 1: Self-Awareness			
The child demonstrates an awareness of self.			
a. Demonstrates self-confidence.	B. Problem solving with materials	8. Sense of competence: Children feel they are competent.	1.1.1 Initiative and Planning 2.1.2 Self-Awareness and Emotions
b. Makes personal preferences known to others.	A. Initiative and planning	7. Self-identity: Children have a positive self-identity. 22. Speaking: Children express themselves using language.	1.1.2 Initiative and Planning 4.1.1 Language and Communication 1.1.1 Initiative and Planning
c. Demonstrates knowledge of self-identity/ autonomy.	FF. Knowledge of self and others	7. Self-identity: Children have a positive self-identity.	1.1.1 Initiative and Planning 2.1.2 Self-Awareness and Emotions 8.1.1 Self and Social Systems
d. Displays an awareness of similarities and differences between self and others.	FF. Knowledge of self and others	7. Self-identity: Children have a positive self-identity. 53. Diversity: Children understand that people have diverse characteristics, interests, and abilities.	8.1.1 Self and Social Systems 2.2.2 Social-Awareness and Relationships
e. Demonstrates developmentally appropriate cultural curiosity and responsiveness.	FF. Knowledge of self and others	7. Self-identity: Children have a positive self-identity. 53. Diversity: Children understand that people have diverse characteristics, interests, and abilities.	8.1.1 Self and Social Systems 4.1.1 Language and Communication 2.2.2 Social-Awareness and Relationships
Concept 2: Recognizes and Expresses Feelings			
The child recognizes and expresses feelings of self and others.			
a. Associates emotions with words, facial expressions, and body language.	D. Emotions	9. Emotions: Children recognize, label, and regulate their feelings.	2.1.1 Self-Awareness and Emotions 2.2.2 Social-Awareness and Relationships
b. Identifies, describes, and expresses their own feelings.	D. Emotions	9. Emotions: Children recognize, label, and regulate their feelings.	2.1.1 Self-Awareness and Emotions 4.1.1 Language and Communication
c. Identifies and describes feelings of others.	D. Emotions	9. Emotions: Children recognize, label, and regulate their feelings. 10. Empathy: Children demonstrate empathy toward others.	2.2.2 Social-Awareness and Relationships 2.1.1 Self-Awareness and Emotions
d. Expresses feelings of satisfaction in independent activities	D. Emotions	9. Emotions: Children recognize, label, and regulate their feelings.	2.1.1 Self-Awareness and Emotions 1.2.2 Engagement and Persistence
e. Expresses empathy for others.	D. Emotions	10. Empathy: Children demonstrate empathy toward others.	2.2.2 Social-Awareness and Relationships 2.2.1 Social-Awareness and Relationships
Concept 3: Self-Regulation			
The child manages the expression of feelings, thoughts, impulses, and behaviors.			
a. Understands and follows expectations in the learning environment.	G. Community	11. Community: Children participate in the community of the classroom.	2.1.2 Self-Awareness and Emotions 8.2.1 Community Membership 3.3.2 Health, Safety, and Well-Being
b. Adjusts behavior and adapts to transitions, daily routines, and unexpected events.	G. Community	11. Community: Children participate in the community of the classroom.	2.1.2 Self-Awareness and Emotions 1.2.2 Engagement and Persistence
c. Chooses appropriate words and actions.	H. Conflict resolution	15. Conflict resolution: Children resolve social conflicts. 22. Speaking: Children express themselves using language.	2.1.2 Self-Awareness and Emotions 2.2.3 Social-Awareness and Relationships
STRAND 2: Relationships and Social Skills			
Concept 1: Attachment			
The child demonstrates the ability to engage in and maintain secure relationships.			
a. Expresses interest, curiosity, and trust with familiar adults.	E. Building relationships with adults	12. Building relationships: Children build relationships with other children and adults.	2.2.1 Social-Awareness and Relationships
b. Seeks security and support from familiar adults.	E. Building relationships with adults	12. Building relationships: Children build relationships with other children and adults.	2.2.1 Social-Awareness and Relationships 1.2.2 Engagement and Persistence
c. Separates from familiar adult with minimal distress.	E. Building relationships with adults	9. Emotions: Children recognize, label, and regulate their feelings.	2.2.1 Social-Awareness and Relationships 2.1.2 Self-Awareness and Emotions
Concept 2: Social Interactions			
The child displays positive social behavior.			

a. Responds when adults or other children initiate interactions.	E. Building relationships with adults F. Building relationships with other children	12. Building relationships: Children build relationships with other children and adults.	2.2.1 Social-Awareness and Relationships 4.1.2 Language and Communication
b. Initiates and sustains positive interactions with adults and other children.	E. Building relationships with adults F. Building relationships with other children	12. Building relationships: Children build relationships with other children and adults.	2.2.1 Social-Awareness and Relationships 4.1.5 Language and Communication
c. Acknowledges someone's perspective by demonstrating positive ways to resolve a conflict.	H. Conflict resolution	15. Conflict resolution: Children resolve social conflicts.	2.2.3 Social-Awareness and Relationships 2.2.2 Social-Awareness and Relationships
Concept 3: Respect			
The child has an increasing capacity to understand social boundaries about behavior and the environment.			
a. Respects the rights and property of others.	G. Community	14. Moral development: Children develop an internal sense of right and wrong.	2.2.3 Social-Awareness and Relationships 8.2.1 Community Membership
b. Defends own rights and the rights of others.	H. Conflict resolution FF. Knowledge of self and others	14. Moral development: Children develop an internal sense of right and wrong.	2.2.3 Social-Awareness and Relationships 2.2.2 Social-Awareness and Relationships
c. Shows respect for learning materials in the learning environment.	G. Community	14. Moral development: Children develop an internal sense of right and wrong.	8.2.1 Community Membership 7.1.1 Tools and Technology
APPROACHES TO LEARNING			
STRAND 1: Initiative and Curiosity			
Concept 1: Initiative			
The child demonstrates motivation, independence, and responsibility while participating in a range of activities and routines.			
a. Seeks interaction with others.	F. Building relationships with other children	1. Initiative: Children demonstrate initiative as they explore their world. 12. Building relationships: Children build relationships with other children and adults. 13. Cooperative play: Children engage in cooperative play.	2.2.1 Social-Awareness and Relationships 1.1.1 Initiative and Planning
b. Demonstrates independence during activities, routines, and play.	A. Initiative and planning	1. Initiative: Children demonstrate initiative as they explore their world.	1.1.1 Initiative and Planning 2.1.2 Self-Awareness and Emotions
c. Exhibits flexibility, imagination, and inventiveness when attempting tasks and activities.	B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions	4. Problem solving: Children solve problems encountered in play. 5. Use of resources: Children gather information and formulate ideas about their world.	1.3.1 Problem-Solving and Reflection 9.4.1 Dramatic Play 1.1.1 Initiative and Planning
Concept 2: Curiosity			
The child demonstrates an eagerness to learn about and discuss a range of topics, ideas, and activities.			
a. Shows interest in learning new things and trying new experiences.	CC. Experimenting, predicting, and drawing conclusions	1. Initiative: Children demonstrate initiative as they explore their world.	1.1.1 Initiative and Planning 1.2.1 Engagement and Persistence
b. Expresses interest in people.	FF. Knowledge of self and others	12. Building relationships: Children build relationships with other children and adults.	2.2.1 Social-Awareness and Relationships 8.1.1 Self and Social Systems
c. Asks questions to get information.	E. Building relationships with adults L. Speaking M. Listening and comprehension	5. Use of resources: Children gather information and formulate ideas about their world.	4.1.3 Language and Communication 6.1.1 Scientific Inquiry
STRAND 2: Attentiveness and Persistence			
Concept 1: Attentiveness			
The child demonstrates the ability to focus on an activity.			
a. Displays ability to hold attention when engaged in an activity.	A. Initiative and planning	3. Engagement: Children focus on activities that interest them.	1.2.1 Engagement and Persistence
b. Sustains attention when engaged in an age-appropriate activity.	A. Initiative and planning	3. Engagement: Children focus on activities that interest them.	1.2.1 Engagement and Persistence 1.2.2 Engagement and Persistence
c. Ability to return to activities after distractions and interruptions.	A. Initiative and planning	3. Engagement: Children focus on activities that interest them.	1.2.1 Engagement and Persistence 1.2.2 Engagement and Persistence
Concept 2: Persistence			

The child demonstrates the ability to maintain and sustain a task.			
a. Pursues challenges.	B. Problem solving with materials	4. Problem solving: Children solve problems encountered in play.	1.2.2 Engagement and Persistence 1.3.1 Problem-Solving and Reflection
b. Copes with frustration or disappointment independently or with support.	B. Problem solving with materials H. Conflict resolution	9. Emotions: Children recognize, label, and regulate their feelings.	1.2.2 Engagement and Persistence 2.1.2 Self-Awareness and Emotions
c. Establishes goals, generates plans and follows through to completion.	A. Initiative and planning	2. Planning: Children make plans and follow through on their intentions.	1.1.2 Initiative and Planning 1.2.2 Engagement and Persistence
Strand 3: Confidence and Resilience			
Concept 1: Confidence and Resilience			
The child demonstrates self-assurance, motivation, and stamina in a variety of circumstances.			
a. Expresses opinions or ides.	A. Initiative and planning CC. Experimenting, predicting, and drawing conclusions	7. Self-identity: Children have a positive self-identity. 22. Speaking: Children express themselves using language.	4.1.1 Language and Communication 1.1.2 Initiative and Planning 9.5.1 Art Appreciation
b. Views self as competent and skilled.	B. Problem solving with materials K. Personal care and healthy behavior	8. Sense of competence: Children feel they are competent.	1.1.1 Initiative and Planning 1.2.2 Engagement and Persistence
c. Is willing to take risks and consider a variety of alternatives.	B. Problem solving with materials	1. Initiative: Children demonstrate initiative as they explore their world.	1.3.1 Problem-Solving and Reflection 7.2.2 Engineering 1.2.2 Engagement and Persistence
d. Demonstrates a mindset of resilience when approaching challenging tasks.	B. Problem solving with materials	1. Initiative: Children demonstrate initiative as they explore their world. 4. Problem solving: Children solve problems encountered in play.	1.2.2 Engagement and Persistence 1.3.1 Problem-Solving and Reflection
Strand 4: Creativity			
Concept 1: Creativity			
The child demonstrates the ability to express their own unique way of seeing the world.			
a. Uses imagination to generate innovative ideas.	A. Initiative and planning X. Art Z. Movement AA. Pretend play	40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art. 41. Music: Children express and represent what they observe, think, imagine, and feel through music. 42. Movement: Children express and represent what they observe, think, imagine, and feel through movement. 43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.	9.4.1 Dramatic Play 1.3.1 Problem-Solving and Reflection 9.1.1 Visual Arts
b. Displays curiosity and acknowledges others' perspectives.	D. Emotions FF. Knowledge of self and others	7. Self-identity: Children have a positive self-identity. 9. Emotions: Children recognize, label, and regulate their feelings. 53. Diversity: Children understand that people have diverse characteristics, interests, and abilities.	1.1.1 Initiative and Planning 2.2.2 Social-Awareness and Relationships
c. Engages in inventive social play.	AA. Pretend play	13. Cooperative play: Children engage in cooperative play. 43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.	9.4.1 Dramatic Play 2.2.1 Social-Awareness and Relationships
Strand 5: Reasoning and Problem Solving			
Concept 1: Reasoning			
The child demonstrates the ability to think in a logical way.			

a. Gathers information and reaches a conclusion.	CC. Experimenting, predicting, and drawing conclusions	39. Data analysis: Children use information about quantity to draw conclusions, make decisions, and solve problems. 45. Observing: Children observe the materials and processes in their environment. 49. Drawing conclusions: Children draw conclusions based on their experiences and observations.	6.1.1 Scientific Inquiry 1.3.2 Problem-Solving and Reflection
b. Recognizes relationships between cause and effect.	C. Reflection CC. Experimenting, predicting, and drawing conclusions	6. Reflection: Children reflect on their experiences. 49. Drawing conclusions: Children draw conclusions based on their experiences and observations.	6.3.2 Physical Science 6.1.1 Scientific Inquiry
c. Connects prior experiences with new learning.	C. Reflection CC. Experimenting, predicting, and drawing conclusions	6. Reflection: Children reflect on their experiences. 49. Drawing conclusions: Children draw conclusions based on their experiences and observations.	1.3.1 Problem-Solving and Reflection 1.3.2 Problem-Solving and Reflection
Strand 5: Reasoning and Problem Solving			
Concept 2: Problem-Solving			
The child demonstrates their ability to focus energies on suitable solutions.			
a. Finds out what is wanted or needed.	B. Problem solving with materials H. Conflict resolution	4. Problem solving: Children solve problems encountered in play.	1.3.1 Problem-Solving and Reflection 2.2.3 Social-Awareness and Relationships
b. Defines the problem.	B. Problem solving with materials H. Conflict resolution	4. Problem solving: Children solve problems encountered in play.	1.3.1 Problem-Solving and Reflection 7.2.2 Engineering
c. Brainstorms and chooses a solution to try.	B. Problem solving with materials H. Conflict resolution	4. Problem solving: Children solve problems encountered in play.	1.3.1 Problem-Solving and Reflection 2.2.3 Social-Awareness and Relationships 7.2.2 Engineering
d. Checks in to see if the solution worked.	B. Problem solving with materials H. Conflict resolution	4. Problem solving: Children solve problems encountered in play.	1.3.2 Problem-Solving and Reflection 7.2.2 Engineering 1.3.1 Problem-Solving and Reflection
LANGUAGE AND LITERACY			
STRAND 1: Language			
Concept 1: Receptive Language Understanding			
The child demonstrates understanding of directions, stories, conversations, and nonverbal cues.			
a. Demonstrates understanding of a variety of finger-plays, rhymes, chants and songs, poems, conversations, and stories.	M. Listening and comprehension Q. Book enjoyment and knowledge	21. Comprehension: Children understand language.	4.1.4 Language and Communication 4.7.1 Comprehension/Narrative 9.2.1 Music
b. Engages actively in finger-plays, rhymes, chants and songs, poems, conversations, and stories.	M. Listening and comprehension	22. Speaking: Children express themselves using language. 26. Reading: Children read for pleasure and information. 41. Music: Children express and represent what they observe, think, imagine, and feel through music.	4.5.2 Book Enjoyment 9.2.1 Music 4.1.5 Language and Communication
c. Demonstrates understanding and follows directions that involve one step, two steps, or multiple steps.	M. Listening and comprehension	21. Comprehension: Children understand language.	4.1.2 Language and Communication 4.1.4 Language and Communication
Concept 2: Expressive Language and Communication Skills			
The child uses verbal and nonverbal communication for a variety of purposes; to share observations, ideas, and experiences, problem-solve, reason, predict seek new information, and make connections.			
a. Communicates needs, wants, ideas, and feelings through three-to-five-word sentences.	L. Speaking M. Listening and comprehension	22. Speaking: Children express themselves using language.	4.1.1 Language and Communication
b. Speaks clearly and understandably to express ideas, feelings and needs.	L. Speaking	22. Speaking: Children express themselves using language.	4.1.1 Language and Communication 4.1.4 Language and Communication

c. Makes culturally relevant responses (both verbal and nonverbal) to questions and comments from others.	M. Listening and comprehension	21. Comprehension: Children understand language. 22. Speaking: Children express themselves using language.	4.1.2 Language and Communication 4.1.1 Language and Communication
d. Initiates, sustains, and expands conversations with peers and adults using open-ended responses.	E. Building relationships with adults F. Building relationships with other children	21. Comprehension: Children understand language. 22. Speaking: Children express themselves using language.	4.1.5 Language and Communication 4.1.1 Language and Communication 2.2.1 Social-Awareness and Relationships
e. With modeling and support, child uses language that includes social rules, e.g., pragmatics, appropriate tone, volume, and inflection to express ideas, feelings, and needs.	D. Emotions G. Community	11. Community: Children participate in the community of the classroom.	4.1.5 Language and Communication 4.1.1 Language and Communication
f. Uses culturally relevant responses such as eye contact, turn taking, and intonation while having conversations with adults and peers.	E. Building relationships with adults	21. Comprehension: Children understand language.	4.1.5 Language and Communication
g. Recognizes when the listener does not understand and varies the amount of information to clarify the message.	M. Listening and comprehension	21. Comprehension: Children understand language.	4.1.5 Language and Communication 4.1.2 Language and Communication
h. With modeling and support, uses increasingly complex phrases and sentences.	L. Speaking	22. Speaking: Children express themselves using language.	4.1.1 Language and Communication 4.1.4 Language and Communication
Concept 3: Vocabulary			
The child understands and uses increasingly complex vocabulary.			
a. Uses rich vocabulary across many topic areas.	L. Speaking	23. Vocabulary: Children understand and use a variety of words and phrases.	4.1.4 Language and Communication
b. Figures out the meanings of unfamiliar words and concepts using the context of conversations, pictures that accompany text, or concrete objects.	M. Listening and comprehension	21. Comprehension: Children understand language. 23. Vocabulary: Children understand and use a variety of words and phrases.	4.1.4 Language and Communication 4.7.2 Comprehension/Narrative
c. Uses category labels and names objects within a category; e.g., fruit, vegetable, animal, transportation.	BB. Observing and classifying	23. Vocabulary: Children understand and use a variety of words and phrases. 46. Classifying: Children classify materials, actions, people, and events.	4.1.4 Language and Communication 5.6.1 Data
d. Demonstrates understanding of and uses words that indicate position and direction; e.g., in, on, out, under, off, beside, behind.	T. Geometry: Shapes and spatial awareness	35. Spatial awareness: Children recognize spatial relationships among people and objects.	4.1.4 Language and Communication 5.4.3 Geometry and Spatial Awareness
STRAND 2: Emergent Literacy			
Concept 1: Concepts of Print			
The child knows that print carries messages.			
a. Identifies signs, symbols, and labels in a variety of environments (environmental print).	P. Reading	26. Reading: Children read for pleasure and information.	4.4.1 Print Concepts
b. Demonstrates and understands that print conveys meaning and that each spoken word can be written and read.	P. Reading	27. Concepts about print: Children demonstrate knowledge about environmental print.	4.4.1 Print Concepts 4.4.2 Print Concepts
c. Recognizes that letters are grouped to form words.	O. Alphabet knowledge R. Writing	27. Concepts about print: Children demonstrate knowledge about environmental print.	4.4.1 Print Concepts 4.2.1 Alphabet Knowledge
d. Recognizes own written name and the written names of friends and family.	P. Reading	26. Reading: Children read for pleasure and information.	4.2.1 Alphabet Knowledge 4.6.1 Writing
e. Seeks information in printed materials.	A. Initiative and planning EE. Tools and technology	26. Reading: Children read for pleasure and information.	4.4.1 Print Concepts 4.5.1 Book Enjoyment
Concept 2: Book Handling Skills			
The child demonstrates how to handle books appropriately and with care.			
a. Holds a book right side up with the front cover facing the reader and understands left to right and top to bottom directionality.	Q. Book enjoyment and knowledge	28. Book knowledge: Children demonstrate knowledge about books.	4.4.2 Print Concepts
b. Identifies where in the book to begin reading.	Q. Book enjoyment and knowledge	28. Book knowledge: Children demonstrate knowledge about books.	4.4.2 Print Concepts
c. Understands a book has a title, author, and/or illustrator	Q. Book enjoyment and knowledge	28. Book knowledge: Children demonstrate knowledge about books.	4.4.2 Print Concepts
Concept 3: Phonological Awareness			
The child develops awareness that language can be broken in words, syllables, and smaller units of sounds (phonemes).			
a. Differentiates between sounds that are the same and different (e.g., environmental sounds, animal sounds, phonemes).	N. Phonological awareness	24. Phonological awareness: Children identify distinct sounds in spoken language.	4.3.1 Phonological Awareness 4.2.2 Alphabet Knowledge

b. Identifies rhyming words.	N. Phonological awareness	24. Phonological awareness: Children identify distinct sounds in spoken language.	4.3.1 Phonological Awareness
c. Produces rhyming words.	N. Phonological awareness	24. Phonological awareness: Children identify distinct sounds in spoken language.	4.3.1 Phonological Awareness
d. Recognizes spoken words that begin with the same sound.	N. Phonological awareness	24. Phonological awareness: Children identify distinct sounds in spoken language.	4.2.2 Alphabet Knowledge 4.3.1 Phonological Awareness
e. Hears and shows awareness of separate words within spoken phrases or sentences.	N. Phonological awareness	24. Phonological awareness: Children identify distinct sounds in spoken language.	4.3.1 Phonological Awareness
f. Identifies and discriminates syllables in words.	N. Phonological awareness	24. Phonological awareness: Children identify distinct sounds in spoken language.	4.3.1 Phonological Awareness
g. Combines onset and rime to form a familiar one-syllable word with and without pictorial support.	N. Phonological awareness	24. Phonological awareness: Children identify distinct sounds in spoken language.	4.3.1 Phonological Awareness 4.2.2 Alphabet Knowledge
Concept 4: Alphabet Knowledge			
The child demonstrates knowledge of the alphabet. Child identifies letters of the alphabet and produces correct sounds associated with several letters.			
a. Discriminates letters from other shapes and symbols.	O. Alphabet knowledge	25. Alphabetic knowledge: Children identify letter names and their sounds.	4.2.1 Alphabet Knowledge
b. Matches and recognizes similarities and differences in letters, with modeling and support.	O. Alphabet knowledge	25. Alphabetic knowledge: Children identify letter names and their sounds.	4.2.1 Alphabet Knowledge
c. Recognizes as many as 10 letters, especially those in own name, familiar objects, family, and friends.	O. Alphabet knowledge	25. Alphabetic knowledge: Children identify letter names and their sounds.	4.2.1 Alphabet Knowledge
d. Demonstrates understanding of letters by producing letter forms using a variety of materials; e.g., playdough, blocks, marker, and paper.	R. Writing	25. Alphabetic knowledge: Children identify letter names and their sounds. 29. Writing: Children write for many different purposes.	4.6.1 Writing 4.2.1 Alphabet Knowledge
e. Uses letter-sound knowledge, identifying the sounds of a few letters and producing the correct sounds for an increasing number of letters.	O. Alphabet knowledge	25. Alphabetic knowledge: Children identify letter names and their sounds.	4.2.2 Alphabet Knowledge
Concept 5: Comprehension			
The child shows an interest in books and comprehends books read aloud with increasing text complexity.			
a. Takes an active role in reading activities.	Q. Book enjoyment and knowledge	26. Reading: Children read for pleasure and information. 28. Book knowledge: Children demonstrate knowledge about books.	4.5.2 Book Enjoyment 4.5.1 Book Enjoyment
b. Identifies characters and major events in a story.	M. Listening and comprehension	21. Comprehension: Children understand language.	4.7.1 Comprehension/Narrative 4.7.4 Comprehension/Narrative
c. Asks and answers a variety of questions about books or stories told or read aloud.	M. Listening and comprehension	21. Comprehension: Children understand language.	4.7.1 Comprehension/Narrative 4.1.3 Language and Communication 4.7.2 Comprehension/Narrative
d. Draws connections between story events and personal experiences.	M. Listening and comprehension	21. Comprehension: Children understand language.	4.7.3 Comprehension/Narrative 4.7.4 Comprehension/Narrative
e. Identifies events and details in the story and makes predictions.	M. Listening and comprehension	21. Comprehension: Children understand language.	4.7.3 Comprehension/Narrative 4.7.1 Comprehension/Narrative
f. Gives an opinion for liking or disliking a book or story.	Q. Book enjoyment and knowledge	22. Speaking: Children express themselves using language.	4.5.1 Book Enjoyment 9.5.1 Art Appreciation
g. Begins to demonstrate an understanding of the differences between fiction and non-fiction.	Q. Book enjoyment and knowledge	28. Book knowledge: Children demonstrate knowledge about books.	4.7.2 Comprehension/Narrative 4.4.1 Print Concepts
h. Identifies the topic of informational text that has been read aloud.	M. Listening and comprehension	21. Comprehension: Children understand language.	4.7.2 Comprehension/Narrative
i. Retells or reenacts a story in sequence with pictures or props.	Q. Book enjoyment and knowledge	21. Comprehension: Children understand language. 26. Reading: Children read for pleasure and information. 43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.	4.7.1 Comprehension/Narrative 9.4.1 Dramatic Play
j. Demonstrates reading fluency by use of phrasing, intonation, and expression in shared reading of familiar books, poems, chants, songs, nursery rhymes or other repetitious or predictable texts.	L. Speaking P. Reading	26. Reading: Children read for pleasure and information.	4.5.2 Book Enjoyment 4.1.5 Language and Communication
STRAND 3: Emergent Writing			

Concept 1: Writing Processes and Writing Applications			
Children engage in a variety of writing activities and begin to convey meaning through their increasingly sophisticated marks. Children write to communicate ideas and to convey meaning. These skills include understanding of print, the development of motor skills, and the generation of ideas.			
a. In writing process, uses a variety of writing tools, materials, and surfaces to create drawings or symbols.	R. Writing	29. Writing: Children write for many different purposes.	4.6.1 Writing 3.2.1 Fine-Motor Development
		40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.	
b. Writes own name using letter-like forms or conventional print.	R. Writing	29. Writing: Children write for many different purposes.	4.6.1 Writing
c. Intentionally uses scribbles/writing and inventive writing to convey meaning, ideas or to tell a story; e.g., signing artwork, captioning, labeling, creating lists, making notes.	R. Writing	29. Writing: Children write for many different purposes.	4.6.2 Writing 4.6.3 Writing 4.6.1 Writing
d. Forms letters starting with large motor (sky writing, paint brush and water, sidewalk chalk) progressing to fine motor (paper and pencil).	R. Writing	29. Writing: Children write for many different purposes.	4.6.1 Writing 3.2.1 Fine-Motor Development
e. Organizes writing from left to right, indicating a print awareness that letters cluster as words and words cluster into phrases or sentences by use of spacing or marks.	R. Writing	27. Concepts about print: Children demonstrate knowledge about environmental print.	4.6.1 Writing 4.4.2 Print Concepts
MATHEMATICS			
STRAND 1: Counting and Cardinality			
Concept 1: Counts Out Loud			
The child counts out loud and uses number words in daily conversations.			
a. Shows interest in and awareness of counting.	S. Number and counting	32. Counting: Children count things.	5.1.1 Number Sense, Counting, and Cardinality
b. Rote counts zero to ten and beyond with increasing accuracy.	S. Number and counting	32. Counting: Children count things.	5.1.1 Number Sense, Counting, and Cardinality 5.1.3 Number Sense, Counting, and Cardinality
Concept 2: Knows Number Names and Symbols			
The child identifies numerals and uses number words in daily activities.			
a. Uses numerals and number symbols in the context of daily routines, activities, and play.	S. Number and counting	31. Number words and symbols: Children recognize and use number words and symbols.	5.1.5 Number Sense, Counting, and Cardinality 5.1.1 Number Sense, Counting, and Cardinality
b. Uses and creates symbols to represent numbers.	S. Number and counting	31. Number words and symbols: Children recognize and use number words and symbols.	5.1.5 Number Sense, Counting, and Cardinality
c. Uses a variety of materials (i.e. clay, sand, shaving cream) to write and form numerals and numeral-like symbols.	S. Number and counting	31. Number words and symbols: Children recognize and use number words and symbols.	5.1.5 Number Sense, Counting, and Cardinality 4.6.1 Writing
d. Identifies numerals zero to ten.	S. Number and counting	31. Number words and symbols: Children recognize and use number words and symbols.	5.1.5 Number Sense, Counting, and Cardinality
e. Differentiates some written numerals from written letters.	S. Number and counting	31. Number words and symbols: Children recognize and use number words and symbols.	5.1.5 Number Sense, Counting, and Cardinality 4.2.1 Alphabet Knowledge
Concept 3: Compares Numbers and Quantities			
The child applies a range of strategies such as counting or matching to compare sets of objects.			
a. Compares two sets of objects using terms such as more, fewer, or the same.	S. Number and counting	32. Counting: Children count things.	5.5.2 Measurement 5.1.4 Number Sense, Counting, and Cardinality 5.2.1 Number Relationships and Operations
Concept 4: Counts to Tell Number of Objects			
The child uses number words and counting to identify quantity.			
a. Identifies quantities of three to five objects without counting using visual approximation (subitize).	S. Number and counting	32. Counting: Children count things.	5.1.2 Number Sense, Counting, and Cardinality

b. Demonstrates the ability to match object to object in a group (One-to-one correspondence).	S. Number and counting	32. Counting: Children count things.	5.1.3 Number Sense, Counting, and Cardinality
c. Counts groups of objects using a number word for each object (Rational counting).	S. Number and counting	32. Counting: Children count things.	5.1.3 Number Sense, Counting, and Cardinality
d. Counts a collection of up to ten items using the last counting word to tell, “How many?” (Cardinality)	S. Number and counting	31. Number words and symbols: Children recognize and use number words and symbols. 32. Counting: Children count things.	5.1.4 Number Sense, Counting, and Cardinality
e. Matches numerals to quantities using manipulatives.	S. Number and counting	32. Counting: Children count things.	5.1.5 Number Sense, Counting, and Cardinality 5.1.4 Number Sense, Counting, and Cardinality
STRAND 2: Operations and Algebraic Thinking			
Concept 1: Explores Addition and Subtraction			
The child recognizes addition as adding to and subtraction as taking from.			
a. Demonstrates an understanding that adding increases the number of objects in a group.	S. Number and counting	32. Counting: Children count things.	5.2.2 Number Relationships and Operations 5.2.1 Number Relationships and Operations
b. Describes changes in two or more sets of objects when they are combined.	S. Number and counting	33. Part-whole relationships: Children combine and separate quantities of objects.	5.2.2 Number Relationships and Operations 5.2.1 Number Relationships and Operations
c. Demonstrates an understanding that taking away decreases the number of objects in a group.	S. Number and counting	32. Counting: Children count things.	5.2.2 Number Relationships and Operations 5.2.1 Number Relationships and Operations
b. Describes changes in two or more sets of objects when they are separated into parts.	S. Number and counting	33. Part-whole relationships: Children combine and separate quantities of objects.	5.2.2 Number Relationships and Operations 5.2.1 Number Relationships and Operations
c. Counts on from a larger number for addition.	S. Number and counting	32. Counting: Children count things.	5.2.1 Number Relationships and Operations 5.1.3 Number Sense, Counting, and Cardinality
Concept 2: Patterning			
The child recognizes, fixes, duplicates, extends, describes, and creates patterns.			
a. Recognizes patterns in the real world.	V. Patterns	38. Patterns: Children identify, describe, copy, complete, and create patterns.	5.3.1 Algebraic Thinking - Patterns
b. Fixes simple patterns.	V. Patterns	38. Patterns: Children identify, describe, copy, complete, and create patterns.	5.3.1 Algebraic Thinking - Patterns
c. Duplicates simple patterns.	V. Patterns	38. Patterns: Children identify, describe, copy, complete, and create patterns.	5.3.1 Algebraic Thinking - Patterns
d. Extends simple patterns.	V. Patterns	38. Patterns: Children identify, describe, copy, complete, and create patterns.	5.3.1 Algebraic Thinking - Patterns
e. Creates simple patterns.	V. Patterns	38. Patterns: Children identify, describe, copy, complete, and create patterns.	5.3.1 Algebraic Thinking - Patterns
f. Describes similarities and differences in patterns.	V. Patterns	38. Patterns: Children identify, describe, copy, complete, and create patterns.	5.3.1 Algebraic Thinking - Patterns 5.5.2 Measurement
STRAND 3: Measurement and Data			
Concept 1: Sorts and Classifies			
The child sorts and groups objects by a variety of attributes.			
a. Sorts and classifies objects by one or more attributes (e.g., size, color, shape, texture, use).	BB. Observing and classifying	39. Data analysis: Children use information about quantity to draw conclusions, make decisions, and solve problems. 46. Classifying: Children classify materials, actions, people, and events.	5.6.1 Data
b. Explains how items were sorted into groups.	BB. Observing and classifying	46. Classifying: Children classify materials, actions, people, and events.	5.6.1 Data 5.6.2 Data

		50. Communicating ideas: Children communicate their ideas about the characteristics of things and how they work.	
Concept 2: Data Analysis			
With prompting and support, the child collects, organizes, displays, and describes relevant data.			
a. Asks questions to gather information.	W. Data analysis	39. Data analysis: Children use information about quantity to draw conclusions, make decisions, and solve problems.	5.6.2 Data 6.1.1 Scientific Inquiry 4.1.3 Language and Communication
b. Displays data to answer simple questions about themselves or the environment.	W. Data analysis	39. Data analysis: Children use information about quantity to draw conclusions, make decisions, and solve problems.	5.6.2 Data
c. Uses descriptive language to compare data in picture graphs or other concrete representations.	W. Data analysis	39. Data analysis: Children use information about quantity to draw conclusions, make decisions, and solve problems.	5.6.2 Data 5.5.2 Measurement
d. Analyzes data from charts and graphs to answer questions.	W. Data analysis	39. Data analysis: Children use information about quantity to draw conclusions, make decisions, and solve problems.	5.6.2 Data
Concept 3: Measures			
The child uses measurement to describe and compare objects in the environment.			
a. Compares objects and uses terms such as longer-shorter, hotter-colder, and faster-slower.	U. Measurement	36. Measuring: Children measure to describe, compare, and order things.	5.5.1 Measurement 5.5.2 Measurement
b. Uses non-standard units of measurement (e.g., hands, bodies, containers) to estimate measurable attributes.	U. Measurement	37. Unit: Children understand and use the concept of unit.	5.5.1 Measurement
c. Uses various standard measuring tools for simple measuring tasks.	U. Measurement	37. Unit: Children understand and use the concept of unit. 52. Tools and technology: Children explore and use tools and technology.	5.5.1 Measurement
d. Orders objects by measurable attributes.	U. Measurement	36. Measuring: Children measure to describe, compare, and order things.	5.5.1 Measurement 5.5.2 Measurement
e. Uses appropriate vocabulary to describe time and sequence related to daily routines.	HH. History	57. History: Children understand past, present, and future.	8.4.1 Time, Continuity, and Change 5.5.2 Measurement
STRAND 4: Geometry			
Concept 1: Shapes			
The child recognizes, names, and describes common shapes and their properties.			
a. Recognizes basic two-dimensional shapes when presented in different orientations.	T. Geometry: Shapes and spatial awareness	34. Shapes: Children identify, name, and describe shapes.	5.4.1 Geometry and Spatial Awareness
b. Uses the names of geometric shapes when describing objects found in the environment.	T. Geometry: Shapes and spatial awareness	34. Shapes: Children identify, name, and describe shapes.	5.4.1 Geometry and Spatial Awareness
c. Creates two-dimensional shapes during play.	T. Geometry: Shapes and spatial awareness	34. Shapes: Children identify, name, and describe shapes. 35. Spatial awareness: Children recognize spatial relationships among people and objects.	5.4.2 Geometry and Spatial Awareness 5.4.1 Geometry and Spatial Awareness
c. Creates three-dimensional shapes during play.	T. Geometry: Shapes and spatial awareness	34. Shapes: Children identify, name, and describe shapes. 35. Spatial awareness: Children recognize spatial relationships among people and objects.	5.4.2 Geometry and Spatial Awareness 5.4.1 Geometry and Spatial Awareness
d. Compares and describes attributes of two- and three- dimensional objects in the environment using own vocabulary.	T. Geometry: Shapes and spatial awareness	34. Shapes: Children identify, name, and describe shapes.	5.4.1 Geometry and Spatial Awareness 5.5.2 Measurement
Concept 2: Spatial Reasoning			
The child uses and demonstrates an understanding of positional terms.			
a. Uses and responds to spatial language (e.g., between, inside, under, above, behind).	T. Geometry: Shapes and spatial awareness	35. Spatial awareness: Children recognize spatial relationships among people and objects.	5.4.3 Geometry and Spatial Awareness
b. Describes the relative position or location of objects in relation to self or to other objects with mathematical precision.	T. Geometry: Shapes and spatial awareness GG. Geography	35. Spatial awareness: Children recognize spatial relationships among people and objects.	5.4.3 Geometry and Spatial Awareness 8.3.1 Sense of Place and Environment
SCIENCE			
STRAND 1: Inquiry and Application			

Concept 1: Exploration, Observations, and Hypotheses			
The child observes, explores, and interacts with materials, others, and the environment.			
a. Exhibits curiosity about objects, living things, and other natural events in the environment by using one or more senses.	BB. Observing and classifying DD. Natural and physical world	45. Observing: Children observe the materials and processes in their environment. 51. Natural and physical world: Children gather knowledge about the natural and physical world.	6.1.1 Scientific Inquiry 6.2.1 Natural Environment
b. Identifies attributes of objects, living things, and natural events in the environment.	BB. Observing and classifying DD. Natural and physical world	51. Natural and physical world: Children gather knowledge about the natural and physical world.	6.3.1 Physical Science 6.2.1 Natural Environment
c. Describes changes in objects, living things, and the natural events in the environment.	DD. Natural and physical world	50. Communicating ideas: Children communicate their ideas about the characteristics of things and how they work. 51. Natural and physical world: Children gather knowledge about the natural and physical world.	6.2.2 Natural Environment 6.3.2 Physical Science 6.2.1 Natural Environment
d. Begins to describe the similarities, differences and relationships between objects, living things and natural events.	BB. Observing and classifying	46. Classifying: Children classify materials, actions, people, and events. 50. Communicating ideas: Children communicate their ideas about the characteristics of things and how they work.	6.3.1 Physical Science 6.2.1 Natural Environment
		51. Natural and physical world: Children gather knowledge about the natural and physical world.	
e. Asks and responds to questions about relationships of objects, living things, and events in the natural environment.	CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world	50. Communicating ideas: Children communicate their ideas about the characteristics of things and how they work. 51. Natural and physical world: Children gather knowledge about the natural and physical world.	6.1.1 Scientific Inquiry 4.1.3 Language and Communication
Concept 2: Investigation			
The child researches their own predictions and the ideas of others through active exploration and experimentation.			
a. Uses a variety of tools and materials to investigate.	EE. Tools and technology	52. Tools and technology: Children explore and use tools and technology.	7.1.1 Tools and Technology 6.1.1 Scientific Inquiry
b. Makes predictions and checks them through hands-on investigation with adult support.	CC. Experimenting, predicting, and drawing conclusions	48. Predicting: Children predict what they expect will happen.	6.1.1 Scientific Inquiry 7.2.2 Engineering
c. Adjusts the experiment if results are different than expected and continues testing.	CC. Experimenting, predicting, and drawing conclusions	47. Experimenting: Children experiment to test their ideas.	7.2.2 Engineering 1.3.1 Problem-Solving and Reflection
d. Persists with an investigation.	A. Initiative and planning	3. Engagement: Children focus on activities that interest them.	1.2.2 Engagement and Persistence 6.1.1 Scientific Inquiry
Concept 3: Analysis and Conclusion			
The child forms conclusions about observations and experimentations.			
a. Uses a variety of materials to record and organize data.	W. Data analysis	39. Data analysis: Children use information about quantity to draw conclusions, make decisions, and solve problems.	5.6.2 Data 6.1.1 Scientific Inquiry
b. Identifies cause and effect relationships.	CC. Experimenting, predicting, and drawing conclusions	49. Drawing conclusions: Children draw conclusions based on their experiences and observations.	6.3.2 Physical Science 6.1.1 Scientific Inquiry
c. Constructs explanation about investigations.	CC. Experimenting, predicting, and drawing conclusions	49. Drawing conclusions: Children draw conclusions based on their experiences and observations. 50. Communicating ideas: Children communicate their ideas about the characteristics of things and how they work.	6.1.1 Scientific Inquiry 1.3.2 Problem-Solving and Reflection
Concept 4: Communication			
The child discusses and reflects upon the scientific investigation and its findings.			

a. Displays and interprets data.	W. Data analysis	39. Data analysis: Children use information about quantity to draw conclusions, make decisions, and solve problems. 49. Drawing conclusions: Children draw conclusions based on their experiences and observations. 50. Communicating ideas: Children communicate their ideas about the characteristics of things and how they work.	5.6.2 Data 6.1.1 Scientific Inquiry
b. Presents their scientific ideas in a variety of ways.	W. Data analysis	50. Communicating ideas: Children communicate their ideas about the characteristics of things and how they work.	1.3.2 Problem-Solving and Reflection 6.1.1 Scientific Inquiry
c. Conducts further investigation based on prior experience and information gained.	CC. Experimenting, predicting, and drawing conclusions	2. Planning: Children make plans and follow through on their intentions. 3. Engagement: Children focus on activities that interest them. 6. Reflection: Children reflect on their experiences.	7.2.1 Engineering 6.1.1 Scientific Inquiry
SOCIAL STUDIES			
STRAND 1: Family			
Concept 1: Understands Family			
The child demonstrates an understanding of families and the roles and responsibilities of being a family member.			
a. Views self as a member of the family unit.	FF. Knowledge of self and others	7. Self-identity: Children have a positive self-identity.	8.1.1 Self and Social Systems
b. Identifies family members; (e.g., mother, father, sister, brother, grandparents, and other important people in the child's life).	FF. Knowledge of self and others	7. Self-identity: Children have a positive self-identity.	8.1.1 Self and Social Systems
c. Describes/discusses own cultural or family traditions.	FF. Knowledge of self and others	7. Self-identity: Children have a positive self-identity.	8.1.1 Self and Social Systems 8.4.1 Time, Continuity, and Change
d. Identifies similarities and differences in their family composition and the families of others such as blended, foster, and other family structures.	FF. Knowledge of self and others	7. Self-identity: Children have a positive self-identity. 53. Diversity: Children understand that people have diverse characteristics, interests, and abilities.	8.1.1 Self and Social Systems
e. Develops an awareness of their personal & family history.	FF. Knowledge of self and others	7. Self-identity: Children have a positive self-identity.	8.4.1 Time, Continuity, and Change 8.1.1 Self and Social Systems
f. Shows knowledge of family members' roles and responsibilities in the home.	FF. Knowledge of self and others	54. Community roles: Children recognize that people have different roles and functions in the community.	8.5.1 Economic Systems 8.1.1 Self and Social Systems
STRAND 2: Community			
Concept 1: Understands Community			
The child recognizes that they are part of a family and larger community with other people and that they can accept and appreciate diverse people and experiences.			
a. Recognizes that places where people live are made up of individuals from different cultures and who speak different languages.	FF. Knowledge of self and others	53. Diversity: Children understand that people have diverse characteristics, interests, and abilities.	8.1.1 Self and Social Systems 8.3.1 Sense of Place and Environment
b. Identifies, discusses, and asks questions about similarities and differences in other people in their community.	FF. Knowledge of self and others	53. Diversity: Children understand that people have diverse characteristics, interests, and abilities.	8.1.1 Self and Social Systems
c. Describes some characteristics (e.g., clothing, food, jobs) of the people in their community.	FF. Knowledge of self and others	53. Diversity: Children understand that people have diverse characteristics, interests, and abilities. 54. Community roles: Children recognize that people have different roles and functions in the community.	8.5.1 Economic Systems 8.1.1 Self and Social Systems
Concept 2: Rights, Responsibilities and Roles within Community			
The child demonstrates a sense of belonging to the community and contributes to its care.			
a. Demonstrates responsible behaviors.	G. Community	11. Community: Children participate in the community of the classroom.	8.2.1 Community Membership 2.1.2 Self-Awareness and Emotions
b. Recognizes that people rely on others for economics, goods, and services (e.g., farm goods, mail delivery, safety, or health care).	FF. Knowledge of self and others	54. Community roles: Children recognize that people have different roles and functions in the community.	8.5.2 Economic Systems 8.5.1 Economic Systems

c. Seeks opportunities for leadership.	G. Community	55. Decision making: Children participate in making classroom decisions.	8.2.1 Community Membership 1.1.1 Initiative and Planning
d. Describes the purpose of rules.	K. Personal care and healthy behavior	11. Community: Children participate in the community of the classroom. 55. Decision making: Children participate in making classroom decisions.	8.2.1 Community Membership 3.3.2 Health, Safety, and Well-Being
e. Recognizes that people have wants and must make choices because resources and materials are limited.	G. Community	55. Decision making: Children participate in making classroom decisions.	8.5.2 Economic Systems 8.5.1 Economic Systems
f. Describes their role at home, at school, and in the community.	FF. Knowledge of self and others	54. Community roles: Children recognize that people have different roles and functions in the community.	8.5.1 Economic Systems 8.1.1 Self and Social Systems
Concept 3: Environment			
The child demonstrates an awareness of locations within and around their community and of the environment.			
a. Describes directionality and/or location within the community.	GG. Geography	56. Geography: Children recognize and interpret features and locations in their environment.	8.3.1 Sense of Place and Environment 5.4.3 Geometry and Spatial Awareness
b. Describes some physical features of the environment in which the child lives (e.g., buildings and natural elements like mountains and weather).	GG. Geography	56. Geography: Children recognize and interpret features and locations in their environment.	8.3.1 Sense of Place and Environment 6.2.2 Natural Environment
c. Recognizes that people share the environment with other people, plants, and animals.	DD. Natural and physical world	58. Ecology: Children understand the importance of taking care of their environment.	6.2.1 Natural Environment 6.2.3 Natural Environment
d. Shows an understanding of how to care for the indoor and outdoor environment.	DD. Natural and physical world	58. Ecology: Children understand the importance of taking care of their environment.	6.2.3 Natural Environment 8.2.1 Community Membership
STRAND 3: Historical Thinking			
Concept 1: Understands Time – Past, Present and Future			
The child demonstrates an awareness of time and sequence of events in their daily lives.			
a. Demonstrates an understanding of time in the context of daily experiences.	G. Community Q. Book enjoyment and knowledge HH. History	57. History: Children understand past, present, and future.	8.4.1 Time, Continuity, and Change
b. Understands that events happened in the past and how these events relate to oneself, family and community.	HH. History	57. History: Children understand past, present, and future.	8.4.1 Time, Continuity, and Change
c. Communicates time and sequence vocabulary (e.g. before, after, during, later, first, last, yesterday, tomorrow, today) to describe relevant history and events.	HH. History	57. History: Children understand past, present, and future.	8.4.1 Time, Continuity, and Change 4.1.4 Language and Communication
PHYSICAL DEVELOPMENT, HEALTH, & SAFETY			
STRAND 1: Physical Development			
Concept 1: Gross Motor Development			
The child moves with maturing, fundamental movement skills.			
a. Moves with maturing balance.	I. Gross-motor skills	16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles. 18. Body awareness: Children know about their bodies and how to navigate them in space.	3.1.1 Gross-Motor Development
b. Moves with maturing locomotor control (e.g., walks, runs, skips, jumps, gallops, hops, slides, leaps).	I. Gross-motor skills	16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles. 18. Body awareness: Children know about their bodies and how to navigate them in space.	3.1.1 Gross-Motor Development
c. Moves with maturing coordination (e.g., reach, grasp, throw, catch).	I. Gross-motor skills	16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles.	3.1.1 Gross-Motor Development 3.2.1 Fine-Motor Development

d. Demonstrates an understanding of movement concepts including body awareness, spatial awareness, and directional awareness.	I. Gross-motor skills	18. Body awareness: Children know about their bodies and how to navigate them in space.	3.1.2 Gross-Motor Development 5.4.3 Geometry and Spatial Awareness
Concept 2: Fine Motor Development			
The child uses fingers, hands and wrists to manipulate tools and materials.			
a. Uses fingers, hands, and wrists to manipulate a variety of tools and materials, (e.g., crayons, markers, chalk, sponges, paint brushes, scissors, pencils, silverware).	J. Fine-motor skills	17. Fine-motor skills: Children demonstrate dexterity and hand-eye coordination in using their small muscles.	3.2.1 Fine-Motor Development
b. Uses eye-hand coordination to perform simple tasks.	J. Fine-motor skills	17. Fine-motor skills: Children demonstrate dexterity and hand-eye coordination in using their small muscles.	3.2.1 Fine-Motor Development
c. Manipulates smaller objects, tools and instruments that require wrist and squeezing motions.	J. Fine-motor skills	17. Fine-motor skills: Children demonstrate dexterity and hand-eye coordination in using their small muscles.	3.2.1 Fine-Motor Development
d. Uses fine motor skills in daily living.	J. Fine-motor skills	17. Fine-motor skills: Children demonstrate dexterity and hand-eye coordination in using their small muscles.	3.2.1 Fine-Motor Development 3.3.3 Health, Safety, and Well-Being
STRAND 2: Health			
Concept 1: Personal Health and Hygiene Practices			
Child demonstrates knowledge of personal health practices, routines and understands the functions of body parts.			
a. Demonstrates hygiene practices.	K. Personal care and healthy behavior	19. Personal care: Children carry out personal care routines on their own. 20. Healthy behavior: Children engage in healthy practices.	3.3.3 Health, Safety, and Well-Being 3.3.1 Health, Safety, and Well-Being
b. Demonstrates healthy practices: 1. Nutrition knowledge; 2. Nutrition choices.	K. Personal care and healthy behavior	20. Healthy behavior: Children engage in healthy practices.	3.3.1 Health, Safety, and Well-Being
c. Demonstrates active physical play and rest.	K. Personal care and healthy behavior	20. Healthy behavior: Children engage in healthy practices.	3.3.1 Health, Safety, and Well-Being 3.1.1 Gross-Motor Development
d. Demonstrates emerging knowledge of wellness.	K. Personal care and healthy behavior	19. Personal care: Children carry out personal care routines on their own. 20. Healthy behavior: Children engage in healthy practices.	3.3.1 Health, Safety, and Well-Being
e. Demonstrates emerging knowledge of oral health.	K. Personal care and healthy behavior	19. Personal care: Children carry out personal care routines on their own. 20. Healthy behavior: Children engage in healthy practices.	3.3.1 Health, Safety, and Well-Being 3.3.3 Health, Safety, and Well-Being
STRAND 3: Safety			
Concept 1: Safety and Injury Prevention			
Child demonstrates knowledge of personal safety practices and routines.			
a. Identifies and follows basic safety rules with guidance and support (e.g., sun safety, animal and plant safety, outdoor and indoor safety).	K. Personal care and healthy behavior	20. Healthy behavior: Children engage in healthy practices.	3.3.2 Health, Safety, and Well-Being
b. Identifies basic signs and symbols that indicate danger (e.g., stop sign, poison, exit, flammable, slippery when wet, railroad crossing).	K. Personal care and healthy behavior P. Reading	20. Healthy behavior: Children engage in healthy practices.	3.3.2 Health, Safety, and Well-Being 4.4.1 Print Concepts
c. Demonstrates transportation and street safety practices.	K. Personal care and healthy behavior	20. Healthy behavior: Children engage in healthy practices.	3.3.2 Health, Safety, and Well-Being
d. Enforces personal boundaries (safety, self-advocacy, and boundary awareness).	H. Conflict resolution	20. Healthy behavior: Children engage in healthy practices.	3.3.2 Health, Safety, and Well-Being 2.2.1 Social-Awareness and Relationships
e. Knows personal information.		Does not align	3.3.2 Health, Safety, and Well-Being 8.1.1 Self and Social Systems
f. Demonstrates emergency safety practices.	K. Personal care and healthy behavior	20. Healthy behavior: Children engage in healthy practices.	3.3.2 Health, Safety, and Well-Being
g. Demonstrates ways to tell a trusted adult if threatened or harmed.	E. Building relationships with adults FF. Knowledge of self and others	20. Healthy behavior: Children engage in healthy practices.	3.3.2 Health, Safety, and Well-Being 2.2.1 Social-Awareness and Relationships
h. Identifies how adults help to keep us safe.	E. Building relationships with adults FF. Knowledge of self and others	20. Healthy behavior: Children engage in healthy practices.	3.3.2 Health, Safety, and Well-Being 8.5.1 Economic Systems
FINE ARTS			

STRAND 1: Visual Arts			
Concept 1: Improvises and Connects with Visual Arts			
The child uses a wide variety of materials, media, tools and digital tools, techniques, and processes to explore, create, respond to, and connect with visual arts.			
a. Creates their own original works using a variety of materials/ media, tools, and techniques (e.g., materials/ media such as, paper, digital drawing application, sand, clay).	X. Art	40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.	9.1.1 Visual Arts
b. Represents creative choices, ideas, experiences, and feelings with details that connect to personal meaning.	X. Art	40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.	9.1.1 Visual Arts 9.5.1 Art Appreciation
c. Engages in two- and three-dimensional artistic investigations	X. Art	40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.	9.1.1 Visual Arts 5.4.2 Geometry and Spatial Awareness
d. Describes and communicates an understanding of their artwork and the artwork of others.	X. Art	40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art. 44. Appreciating the arts: Children appreciate the creative arts.	9.5.1 Art Appreciation 9.1.1 Visual Arts
STRAND 2: Music			
Concept 1: Creates and Connects with Musical Concepts and Expressions			
The child uses a wide variety of instruments, media, and tools, techniques, and music to explore and connect.			
a. Experiments with a variety of instruments, vocalizations, or sounds.	Y. Music	41. Music: Children express and represent what they observe, think, imagine, and feel through music.	9.2.1 Music
b. Sings familiar rhymes, songs, and chants.	Y. Music	41. Music: Children express and represent what they observe, think, imagine, and feel through music.	9.2.1 Music
c. Uses familiar songs, rhymes, or chants to create their own musical improvisations.	Y. Music	41. Music: Children express and represent what they observe, think, imagine, and feel through music.	9.2.1 Music
d. Responds to different types of music, (e.g., rock, classical, jazz, spirituals, Hawaiian, reggae, Native American, gospel, bluegrass, lullabies, marches, and country music), and music representative of a variety of cultures.	Y. Music	41. Music: Children express and represent what they observe, think, imagine, and feel through music. 53. Diversity: Children understand that people have diverse characteristics, interests, and abilities.	9.5.1 Art Appreciation 9.2.1 Music
e. Describes and communicates an understanding of music in the contexts of daily experiences.	Y. Music G. Community	41. Music: Children express and represent what they observe, think, imagine, and feel through music.	9.5.1 Art Appreciation 9.2.1 Music
STRAND 3: Creative movement and Dance			
Concept 1: Creates and Connects with Creative movement and Dance			
The child uses a wide variety of instruments, movements, techniques, and music to explore and create.			
a. Experiments with a variety of movements.	Z. Movement	42. Movement: Children express and represent what they observe, think, imagine, and feel through movement.	9.3.1 Expressive Movement 3.1.1 Gross-Motor Development
b. Dances and moves to rhymes, songs, and chants.	Z. Movement	42. Movement: Children express and represent what they observe, think, imagine, and feel through movement.	9.3.1 Expressive Movement 9.2.1 Music
c. Responds with movement to various sensory stimuli.	Z. Movement	42. Movement: Children express and represent what they observe, think, imagine, and feel through movement.	9.3.1 Expressive Movement
d. Describes and communicates an understanding of movement and dance in the contexts of daily experiences.	G. Community Z. Movement	42. Movement: Children express and represent what they observe, think, imagine, and feel through movement.	9.5.1 Art Appreciation 9.3.1 Expressive Movement
STRAND 3: Dramatic Play			
Concept 1: Creates and Connects with Dramatic Activities			

The child uses the portrayal of events, characters, or stories through acting and using props and language to explore and create.			
a. Assumes roles from daily activities using a variety of props.	AA. Pretend play	43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.	9.4.1 Dramatic Play
b. Takes on more than one dramatic play role at a time.	AA. Pretend play	43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.	9.4.1 Dramatic Play
c. Pretends an object exists without using a prop.	AA. Pretend play	43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.	9.4.1 Dramatic Play
d. Dramatizes familiar stories.	AA. Pretend play	43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.	9.4.1 Dramatic Play 4.7.1 Comprehension/Narrative
e. Adds details and new elements to dramatic play situations.	AA. Pretend play	43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.	9.4.1 Dramatic Play 9.1.1 Visual Arts