

# The Vine Assessment System™

by LifeCubby

*A Fully Integrated Platform for Observation,  
Daily Reporting, Communications and Assessment*

For Early Childhood Professionals and the Families that they Serve

Alignment Document for:  
**Pennsylvania Learning Standards for  
Early Childhood: Prekindergarten**



## References



Pennsylvania Department of Human Resources; Pennsylvania Department of Education. (2014). *Pennsylvania learning standards for early childhood: Prekindergarten*. PA: Author. Retrieved from <http://www.pakeys.org/uploadedContent/Docs/Career%20Development/2014%20Pennsylvania%20Learning%20Standards%20for%20Early%20Childhood%20PreKindergarten.pdf>

|   |  |
|---|--|
| <b>Pennsylvania Learning Standards for Early Childhood: Prekindergarten</b>   | <b>Vine Assessments by LifeCubby</b>   |
| <b>Domain: Approaches to Learning through Play</b>  | <b>Vine Indicators</b>   |
| <b>AL.1 Constructing and Gathering Knowledge</b>  |  |
| A. Curiosity and Initiative   |  |
| AL.1 PK.A Explore and ask questions to seek meaningful information about a growing range of topics, ideas, and tasks. | <p><b>ATL 1-4 Is Curious</b><br/> <u>3-Year Old:</u> Shows interest in new toys or experiences; asks questions about new opportunities<br/> <u>Pre-K:</u> Shows interest in new experiences; demonstrates eagerness to learn</p> <p><b>CS 13-1 Explores Objects</b><br/> <u>3-Year Old:</u> Asks why, where, when, how, what, and seeks answers through exploration<br/> <u>Pre-K:</u> Identifies all 5 senses (smell, sight, sound, touch, taste) and uses them to explore objects in the environment; observes objects using tools such as color paddles, prisms and magnifying glasses</p>  |
| B. Risk Taking  |  |
| AL.1 PK.B Demonstrate a willingness to participate in new and challenging experiences.                                | <p><b>ATL 1-5 Shows Initiative</b><br/> <u>3-Year Old:</u> Enjoys new experiences; works independently for brief periods of time without adult prompting<br/> <u>Pre-K:</u> Makes and conveys choices to friends and teachers</p>  |
| C. Stages of Play   |  |
| AL.1 PK.C Engage in complex play sequences with two or more children.   | <p><b>SED 6-2 Bonds with Peers</b><br/> <u>3-Year Old:</u> Interacts positively with other children in the group; begins to make friends; may have a favorite friend<br/> <u>Pre-K:</u> Shows affection for friends; may have a favorite friend; knows some likes or dislikes of peers; participates in group song, dance, acting/role-play</p> <p><b>SED 6-3 Cooperates with Peers</b><br/> <u>3-Year Old:</u> Cooperates with other children in play and daily activities and routines; may attempt a compromise to resolve conflict; is beginning to role-play in games; is learning to take turns<br/> <u>Pre-K:</u> Engages in play that requires cooperation with other children, including games with rules; recognizes negative behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language</p> <p><b>CCA 21-4 Participates in Dramatic Play</b><br/> <u>3-Year Old:</u> Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-play<br/> <u>Pre-K:</u> Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers</p> |
| <b>AL.2 Organizing and Understanding Information</b>  |  |
| A. Engagement and Attention   |  |
|   | <b>ATL 1-1 Is Attentive</b>  |

|  |   |
|--|---|
| <p>AL.2 PK.A Work toward completing a task, even if challenging, and despite interruptions.</p>              | <p><u>3-Year Old</u>: Pays attention during story time; focuses on an activity for 10 or more minutes<br/> <u>Pre-K</u>: Pays attention during story time and other teacher-led activities such as circle time; focuses on an activity for 15 or more minutes</p> <p><b>ATL 1-3 Is Persistent</b><br/> <u>3-Year Old</u>: Continues efforts to finish a challenging activity or task, even when frustrated, with or without adult support<br/> <u>Pre-K</u>: Completes reasonable tasks despite frustration, either by persisting independently or seeking help from a friend or adult</p>  |
| <p><b>B. Task Analysis</b></p>   |   |
| <p>AL.2 PK.B Independently break simple tasks into steps and complete them one at a time.</p>                | <p><b>CS 14-3 Makes Plans</b><br/> <u>3-Year Old</u>: Has own ideas for play time and makes plans to carry out ideas; makes choices during free time<br/> <u>Pre-K</u>: Has own ideas on what to do during free choice time or free play, and carries out steps to follow the plan</p>  |
| <p><b>C. Persistence</b></p>   |   |
| <p>AL.2 PK.C Attempt to accomplish challenging tasks by employing familiar and new strategies as needed.</p> | <p><b>ATL 1-3 Is Persistent</b><br/> <u>3-Year Old</u>: Continues efforts to finish a challenging activity or task, even when frustrated, with or without adult support<br/> <u>Pre-K</u>: Completes reasonable tasks despite frustration, either by persisting independently or seeking help from a friend or adult</p>  |
| <p><b>D. Patterning</b></p>  |   |
| <p>AL.2 PK.D Recognize and extend simple patterns.</p>   | <p><b>CM 11-2 Understands Patterns</b><br/> <u>3-Year Old</u>: Can complete simple patterns, such as red-blue-red-blue-red-blue; can tell what comes next<br/> <u>Pre-K</u>: Can create, duplicate or extend more complex patterns, such as red-blue-green-red-blue-green; can fill in a missing piece of a pattern; seriates a group of like objects (small, medium, large, or light, medium, dark)</p>  |
| <p><b>E. Memory</b></p>  |   |
| <p>AL.2 PK.E Retain and recall information presented over a short period of time.</p>                        | <p><b>ATL 1-2 Develops Memory</b><br/> <u>3-Year Old</u>: Recalls some elements of a story<br/> <u>Pre-K</u>: Recalls part or all of a story, including characters and main events</p>  |
| <p><b>AL.3 Applying Knowledge</b></p>  |   |
| <p><b>A. Engagement and Attention</b></p>  |   |
| <p>AL.3 PK.A Use music, art, and/or stories to express ideas, thoughts, and feelings.</p>                    | <p><b>CCA 21-1 Explores Art Media</b><br/> <u>3-Year Old</u>: Uses a variety of art materials and media to convey an idea; creates something different from what other children create<br/> <u>Pre-K</u>: Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes</p> <p><b>CCA 21-2 Explores Music</b><br/> <u>3-Year Old</u>: Joins in class exploration of musical instruments; knows and sings songs; uses music across learning domains; explores with sound, melody, tone, rhythm, beat<br/> <u>Pre-K</u>: Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.</p> <p><b>CCA 21-3 Explores Movement and Dance</b><br/> <u>3-Year Old</u>: Participates in dance or creative movement activities</p> |

|  |  |
|--|--|
|  | <p><u>Pre-K:</u> Begins to show individual expression in creative movement activities</p> <p><b>CCA 21-4 Participates in Dramatic Play</b><br/> <u>3-Year Old:</u> Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-play<br/> <u>Pre-K:</u> Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers</p>              |
| <b>B. Invention</b>  |  |
| AL.3 PK.B Produce and explain the purpose for a new creation.  | <p><b>CCA 21-1 Explores Art Media</b><br/> <u>3-Year Old:</u> Uses a variety of art materials and media to convey an idea; creates something different from what other children create<br/> <u>Pre-K:</u> Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes</p>  |
| <b>C. Representation</b>   |  |
| AL.3 PK.C Use materials and objects to represent new concepts.   | <p><b>CCA 21-1 Explores Art Media</b><br/> <u>3-Year Old:</u> Uses a variety of art materials and media to convey an idea; creates something different from what other children create<br/> <u>Pre-K:</u> Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes</p>  |
| <b>AL.4 Learning through Experience</b>  |  |
| <b>A. Making Connections</b>   |  |
| AL.4 PK.A Relate knowledge learned from one experience to a similar experience in a new setting.                                   | <p><b>CS 14-4 Draws Conclusions and Sorts Results</b><br/> <u>3-Year Old:</u> Is able to draw conclusions about experiments (e.g., since the wood block floated, other wood blocks will float)<br/> <u>Pre-K:</u> Can explain the results of an experiment and plan next steps; can sort experiment results into groups (e.g., works/doesn't work, sinks/floats); uses "if/then" and "cause/effect" reasoning, with or without adult help</p>  |
| <b>B. Resiliency</b>   |  |
| AL.4 PK.B Recognize that everyone makes mistakes and that using positive coping skills can result in learning from the experience. | <p><b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b><br/> <u>3-Year Old:</u> Able to cope with frustration (may need adult assistance with intense situations); is learning to control impulsive behaviors and outbursts; takes turns, such as in games<br/> <u>Pre-K:</u> Has methods for coping with intense feelings (getting a comfort item; using words; counting to 5); seeks adult assistance in intense situations; is learning to control impulses and emotions; is able to wait turn</p> |
| <b>C. Problem Solving</b>  |  |
| AL.4 PK.C Attempt problem solving activities to achieve a positive outcome.  | <p><b>CS 14-1 Solves Problems</b><br/> <u>3-Year Old:</u> Explores objects in the classroom to conduct experiments (e.g., testing objects in the water table to see if they will sink or float)<br/> <u>Pre-K:</u> Uses creative solutions to reach goals; experiments with objects such as puzzles or blocks to build structures to solve problems</p>  |

|   |   |
|---|---|
| <b>Domain: Language and Literacy Development</b>                                      |   |
| <b>1.1 Foundational Skills</b>  |   |
| <b>A. Book Handling</b>   |   |
| 1.1 PK.A Practice appropriate book handling skills.                                   | <p><b>LKS 8-1 Develops Early Literacy</b><br/> <u>3-Year Old:</u> Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book<br/> <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story</p> |
| <b>B. Print Concepts</b>  |   |
| 1.1 PK.B Identify basic features of print.  | <p><b>LKS 8-1 Develops Early Literacy</b><br/> <u>3-Year Old:</u> Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book<br/> <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story</p> |
| <b>C. Phonological Awareness</b>  |   |
| 1.1 PK.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes). | <p><b>LC 7-3 Develops Phonemic Awareness</b><br/> <u>3-Year Old:</u> Can say rhymes; can give a rhyming word when prompted<br/> <u>Pre-K:</u> Can “clap” syllables in words; recognizes words that rhyme, associates sounds with letters and words; recognizes alliteration (words that start with the same sound)</p>  |
| <b>D. Phonics and Word Recognition</b>  |   |
| 1.1 PK.D Develop beginning phonics and word skills.                                   | <p><b>LC 7-3 Develops Phonemic Awareness</b><br/> <u>3-Year Old:</u> Can say rhymes; can give a rhyming word when prompted<br/> <u>Pre-K:</u> Can “clap” syllables in words; recognizes words that rhyme, associates sounds with letters and words; recognizes alliteration (words that start with the same sound)</p>  |
| <b>E. Fluency</b>   |   |
| Emerging to ... read emergent reader text with purpose and understanding.             | <p><b>LKS 8-3 Develops Emergent Reading</b><br/> <u>3-Year Old:</u> Recognizes own name in print; understands left to right, top to bottom process of reading<br/> <u>Pre-K:</u> Recognizes a few common sight words; understands structure: beginning, middle, end of a story; shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning and recognizes that different text forms are used for different purposes</p>  |
| <b>1.2 Reading Informational Text</b>   |   |

|  |   |
|--|---|
| <b>A. Key Ideas and Details – Main Ideas</b>   |   |
| 1.2 PK.A With prompting and support, retell key details of text that support a provided main idea.           | <p><b>LKS 8-1 Develops Early Literacy</b><br/> <u>3-Year Old:</u> Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book<br/> <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story</p> |
| <b>B. Key Ideas and Details – Test Analysis</b>  |   |
| 1.2 PK.B Answer questions about a text.  | <p><b>LKS 8-1 Develops Early Literacy</b><br/> <u>3-Year Old:</u> Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book<br/> <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story</p> |
| <b>C. Key Ideas and Details</b>  |   |
| 1.2 PK.C With prompting and support, make connections between information in a text and personal experience. | <p><b>LKS 8-1 Develops Early Literacy</b><br/> <u>3-Year Old:</u> Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book<br/> <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story</p> |
| <b>E. Craft and Structure – Text Structure</b>   |   |
| 1.2 PK.E Identify the front cover, back cover, and title page of a book.                                     | <p><b>LKS 8-1 Develops Early Literacy</b><br/> <u>3-Year Old:</u> Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book<br/> <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story</p> |
| <b>F. Craft and Structure – Vocabulary</b>   |   |
| 1.2 PK.F With prompting and support, answer questions about unfamiliar words read aloud from a text.         | <p><b>LKS 8-1 Develops Early Literacy</b><br/> <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed</p>  |

|  |  |
|--|--|
|  | left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story   |
| <b>G. Integration of Knowledge and Ideas – Diverse Media</b>   |  |
| 1.2 PK.G With prompting and support, answer questions to connect illustrations to the written word.                              | <b>LKS 8-3 Develops Emergent Reading</b><br><u>3-Year Old:</u> Recognizes own name in print; understands left to right, top to bottom process of reading<br><u>Pre-K:</u> Recognizes a few common sight words; understands structure: beginning, middle, end of a story; shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning and recognizes that different text forms are used for different purposes  |
| <b>I. Integration of Knowledge and Ideas – Analysis Across Texts</b>   |  |
| 1.2 PK.I With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic. | <b>LKS 8-1 Develops Early Literacy</b><br><u>3-Year Old:</u> Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book<br><u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story |
| <b>J. Vocabulary Acquisition and Use</b>   |  |
| 1.2 PK.J Use new vocabulary and phrases acquired in conversations and being read to.   | <b>LC 7-4 Expands Vocabulary</b><br><u>Pre-K:</u> Asks questions about new words; uses new words on a regular basis; shows growth in number of words or signs used in conversation with others; asks meanings of words; understands that some words mean the same thing and some words are opposites (e.g., house/home and big/little)   |
| <b>K. Vocabulary Acquisition and Use</b>   |  |
| 1.2 PK.K With prompting and support, clarify unknown words or phrases read aloud.  | <b>LC 7-4 Expands Vocabulary</b><br><u>Pre-K:</u> Asks questions about new words; uses new words on a regular basis; shows growth in number of words or signs used in conversation with others; asks meanings of words; understands that some words mean the same thing and some words are opposites (e.g., house/home and big/little)   |
| <b>L. Range of Reading</b>   |  |
| 1.2 PK.L With prompting and support, actively engage in group reading activities with purpose and understanding.                 | <b>LKS 8-1 Develops Early Literacy</b><br><u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story   |
| <b>1.3 Reading Literature</b>  |  |
| <b>A. Key Ideas and Details - Theme</b>  |  |

|  |  |
|--|--|
| 1.3 PK.A With prompting and support, retell a familiar story in a sequence with picture support.                     | <b>ATL 1-2 Develops Memory</b><br><u>Pre-K:</u> Recalls part or all of a story, including characters and main events   |
| <b>B. Key Ideas and Details – Text Analysis</b>  |  |
| 1.3 PK.B Answer questions about a particular story (who, what, how, when, and where).                                | <b>LKS 8-1 Develops Early Literacy</b><br><u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story |
| <b>C. Key Ideas and Details – Literary Elements</b>  |  |
| 1.3 PK.C With prompting and support, answer questions to identify characters, settings, and major events in a story. | <b>ATL 1-2 Develops Memory</b><br><u>Pre-K:</u> Recalls part or all of a story, including characters and main events   |
| <b>D. Craft and Structure – Point of View</b>  |  |
| 1.3 PK.D With prompting and support, name the author and illustrator of a story.                                     | <b>LKS 8-1 Develops Early Literacy</b><br><u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story |
| <b>E. Craft and Structure – Text Structure</b>   |  |
| 1.3 PK.E With prompting and support, recognize common types of text.   | <b>LKS 8-3 Develops Emergent Reading</b><br><u>Pre-K:</u> Recognizes a few common sight words; understands structure: beginning, middle, end of a story; shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning and recognizes that different text forms are used for different purposes  |
| <b>F. Craft and Structure – Vocabulary</b>   |  |
| 1.3 PK.F Answer questions about unfamiliar words read aloud from a story.  | <b>LKS 8-1 Develops Early Literacy</b><br><u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story |
| <b>G. Integration of Knowledge and Ideas – Sources of Information</b>  |  |
| 1.3 PK.G Describe pictures in books using detail.  | <b>LKS 8-1 Develops Early Literacy</b><br><u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story |
| <b>H. Integration of Knowledge and Ideas – Text Analysis</b>   |  |

|   |  |
|---|--|
| 1.3 PK.H Answer questions to compare and contrast the adventures and experiences of characters in familiar stories. | <b>LKS 8-1 Develops Early Literacy</b><br><u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story |
| <b>I. Vocabulary Acquisition and Use – Strategies</b>   |  |
| 1.3 PK.I With prompting and support, clarify unknown words or phrases read aloud.                                   | <b>LC 7-4 Expands Vocabulary</b><br><u>Pre-K:</u> Asks questions about new words; uses new words on a regular basis; shows growth in number of words or signs used in conversation with others; asks meanings of words; understands that some words mean the same thing and some words are opposites (e.g., house/home and big/little)   |
| <b>J. Vocabulary Acquisition and Use</b>  |  |
| 1.3 PK.J Use new vocabulary and phrases acquired in conversations and being read to.                                | <b>LC 7-4 Expands Vocabulary</b><br><u>Pre-K:</u> Asks questions about new words; uses new words on a regular basis; shows growth in number of words or signs used in conversation with others; asks meanings of words; understands that some words mean the same thing and some words are opposites (e.g., house/home and big/little)   |
| <b>K. Range of Reading</b>  |  |
| 1.3 PK.K With prompting and support, actively engage in group reading activities with purpose and understanding.    | <b>LKS 8-1 Develops Early Literacy</b><br><u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story |
| <b>1.4 Writing</b>  |  |
| <b>A. Informative/Explanatory</b>   |  |
| 1.4 PK.A Draw/dictate to compose informative/ explanatory texts examining a topic.                                  | <b>LKS 9-1 Develops Emergent Writing</b><br><u>Pre-K:</u> Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to copy simple words from classroom labels and other materials; shows awareness that a word is made up of letters   |
| <b>B. Informative/Explanatory – Focus</b>   |  |
| 1.4 PK.B With prompting and support, draw/ dictate about one specific topic.  | <b>LKS 9-1 Develops Emergent Writing</b><br><u>Pre-K:</u> Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to copy simple words from classroom labels and other materials; shows awareness that a word is made up of letters   |
| <b>C. Informative/Explanatory – Organization</b>  |  |
| 1.4 PK.C With prompting and support, generate ideas to convey information.  | <b>LKS 9-1 Develops Emergent Writing</b><br><u>Pre-K:</u> Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to copy simple words from classroom labels and other materials; shows awareness that a word is made up of letters   |
| <b>D. Informative/Explanatory – Organization</b>  |  |

|  |   |
|--|---|
| 1.4 PK.D With prompting and support, make logical connections between drawing and dictation.   | <b>LKS 9-1 Develops Emergent Writing</b><br><u>Pre-K:</u> Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to copy simple words from classroom labels and other materials; shows awareness that a word is made up of letters  |
| <b>F. Informative/Explanatory – Conventions of Language</b>                                    |   |
| Emerging to ... Spell simple words phonetically.   | <b>LKS 9-1 Develops Emergent Writing</b><br><u>Pre-K:</u> Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to copy simple words from classroom labels and other materials; shows awareness that a word is made up of letters  |
| <b>M. Narrative</b>  |   |
| 1.4 PK.M Dictate narratives to describe real or imagined experiences or events.                | <b>LC 7-2 Develops Expressive Communication</b><br><u>Pre-K:</u> Asks questions and communicates information using increasing detail and more complex words; uses multiple clauses in sentences (e.g., if/then, what/then); connects phrases and sentences to build ideas   |
| <b>N. Narrative – Focus</b>  |   |
| 1.4 PK.N Establish “who” and “what” the narrative will be about.                               | <b>LC 7-2 Develops Expressive Communication</b><br><u>Pre-K:</u> Asks questions and communicates information using increasing detail and more complex words; uses multiple clauses in sentences (e.g., if/then, what/then); connects phrases and sentences to build ideas   |
| <b>O. Narrative – Content</b>  |   |
| 1.4 PK.O With prompting and support, describe experiences and events.                          | <b>LC 7-2 Develops Expressive Communication</b><br><u>Pre-K:</u> Asks questions and communicates information using increasing detail and more complex words; uses multiple clauses in sentences (e.g., if/then, what/then); connects phrases and sentences to build ideas   |
| <b>P. Narrative – Organization</b>   |   |
| 1.4 PK.P Recount a single event and tell about the events in the order in which they occurred. | <b>LC 7-2 Develops Expressive Communication</b><br><u>Pre-K:</u> Asks questions and communicates information using increasing detail and more complex words; uses multiple clauses in sentences (e.g., if/then, what/then); connects phrases and sentences to build ideas   |
| <b>R. Narrative – Conventions of Language</b>  |   |
| Emerging to ... Spell simple words phonetically.   | <b>LKS 9-1 Develops Emergent Writing</b><br><u>3-Year Old:</u> Draws simple shapes, such as circles and squares; copies letters and designs; can trace dot letters; shows interest in written expression through scribbling and describing what was “written”<br><u>Pre-K:</u> Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to copy simple words from classroom labels and other materials; shows awareness that a word is made up of letters |
|  | <b>LKS 8-2 Develops Alphabetic Knowledge</b><br><u>3-Year Old:</u> Says or sings ABCs<br><u>Pre-K:</u> Sings, says, or signs ABCs as a memorized chant; knows the names or sounds of most letters; begins to recognize letters in print   |

|  |   |
|--|---|
| T. Production and Distribution of Writing – Writing Process  |   |
| 1.4 PK.T With guidance and support from adults and peers, respond to questions and suggestions, add details as needed.                                   | <p><b>LC 7-1 Develops Receptive Communication</b><br/> <u>Pre-K:</u> Follows class rules and routines; can follow multi-step directions of increasing complexity; listens to stories, directions, and conversations</p> <p><b>LC 7-2 Develops Expressive Communication</b><br/> <u>Pre-K:</u> Asks questions and communicates information using increasing detail and more complex words; uses multiple clauses in sentences (e.g., if/then, what/then); connects phrases and sentences to build ideas</p>  |
| V. Conducting Research   |   |
| 1.4 PK.V Ask questions about topics of personal interest to gain information; with teacher guidance and support, locate information on the chosen topic. | <p><b>ATL 1-4 Is Curious</b><br/> <u>3-Year Old:</u> Shows interest in new toys or experiences; asks questions about new opportunities<br/> <u>Pre-K:</u> Shows interest in new experiences; demonstrates eagerness to learn</p>  |
| W. Credibility, Reliability, and Validity of Sources   |   |
| 1.4 PK.W With guidance and support, recall information from experiences or books.  | <p><b>ATL 1-2 Develops Memory</b><br/> <u>3-Year Old:</u> Recalls some elements of a story<br/> <u>Pre-K:</u> Recalls part or all of a story, including characters and main events</p>  |
| X. Range of Writing  |   |
| Emerging to ... Write routinely over short time frames.  | <p><b>ATL 1-3 Is Persistent</b><br/> <u>3-Year Old:</u> Continues efforts to finish a challenging activity or task, even when frustrated, with or without adult support<br/> <u>Pre-K:</u> Completes reasonable tasks despite frustration, either by persisting independently or seeking help from a friend or adult</p> <p><b>LKS 9-1 Develops Emergent Writing</b><br/> <u>3-Year Old:</u> Draws simple shapes, such as circles and squares; copies letters and designs; can trace dot letters; shows interest in written expression through scribbling and describing what was “written”<br/> <u>Pre-K:</u> Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to copy simple words from classroom labels and other materials; shows awareness that a word is made up of letters</p> |
| <b>1.5 Speaking and Listening</b>  |   |
| A. Comprehension and Collaboration – Collaborative Discussion  |   |
| 1.5 PK.A Participate in collaborative conversations with peers and adults in small and larger groups.  | <p><b>LC 7-6 Learns Conversation Structure</b><br/> <u>3-Year Old:</u> Asks questions about events that happen; shares opinions; participates in a conversation lasting 2 to 3 back-and-forths; takes turns talking; makes eye contact<br/> <u>Pre-K:</u> Participates in multi-turn conversations with friends and adults; mirrors tone, volume and tense; uses verbal and nonverbal conversational rules (e.g., takes turns, eye contact, loud and soft voice as appropriate, etc.); connects phrases and sentences to build ideas</p>  |
| B. Comprehension and Collaboration – Critical Listening  |   |

|  |   |
|--|---|
| 1.5 PK.B Answer questions about key details in a text read aloud or information presented orally or through other media.                       | <p><b>LC 7-2 Develops Expressive Communication</b><br/> <u>3-Year Old:</u> Expresses needs, wants, and ideas verbally and nonverbally (is exposed to sign language); is progressing to verbal cues in English or home language; is able to convey 2-3 pieces of information on a single topic<br/> <u>Pre-K:</u> Asks questions and communicates information using increasing detail and more complex words; uses multiple clauses in sentences (e.g., if/then, what/then); connects phrases and sentences to build ideas</p> |
| <b>C. Comprehension and Collaboration – Evaluation</b>   |   |
| 1.5 PK.C Respond to what a speaker says to follow directions, seek help, or gather information.  | <p><b>LC 7-1 Develops Receptive Communication</b><br/> <u>3-Year Old:</u> Follows adult directives; begins to follow 2-3 step instructions; understands verbal and nonverbal cues<br/> <u>Pre-K:</u> Follows class rules and routines; can follow multi-step directions of increasing complexity; listens to stories, directions, and conversations</p>   |
| <b>D. Presentation of knowledge and Ideas – Purpose, Audience, and Task</b>  |   |
| 1.5 PK.D Use simple sentences; share stories, familiar experiences, and interests, speaking clearly enough to be understood by most audiences. | <p><b>LC 7-2 Develops Expressive Communication</b><br/> <u>3-Year Old:</u> Expresses needs, wants, and ideas verbally and nonverbally (is exposed to sign language); is progressing to verbal cues in English or home language; is able to convey 2-3 pieces of information on a single topic<br/> <u>Pre-K:</u> Asks questions and communicates information using increasing detail and more complex words; uses multiple clauses in sentences (e.g., if/then, what/then); connects phrases and sentences to build ideas</p> |
|  | <p><b>LC 7-5 Expands Grammar and Pronunciation</b><br/> <u>3-Year Old:</u> Can rhyme words (i.e., cat, sat); uses verbs in correct tense (e.g., she <u>walks</u> vs. she <u>walked</u>); may overcorrect grammar (e.g. “goed,” “mouses,” etc.)<br/> <u>Pre-K:</u> Speaks with proper pronunciation; can be understood by adults and peers; speaks in sentences using grammar that is age-appropriate</p>  |
| <b>E. Presentation of Knowledge and Ideas – Context</b>  |   |
| 1.5 PK.E Use simple sentences; express thoughts, feelings, and ideas, speaking clearly enough to be understood by most audiences.              | <p><b>LC 7-2 Develops Expressive Communication</b><br/> <u>3-Year Old:</u> Expresses needs, wants, and ideas verbally and nonverbally (is exposed to sign language); is progressing to verbal cues in English or home language; is able to convey 2-3 pieces of information on a single topic<br/> <u>Pre-K:</u> Asks questions and communicates information using increasing detail and more complex words; uses multiple clauses in sentences (e.g., if/then, what/then); connects phrases and sentences to build ideas</p> |
| <b>G. Conventions of Standard English</b>  |   |
| 1.5 PK.G Demonstrate command of the conventions of standard English when speaking based on prekindergarten level and content.                  | <p><b>LC 7-5 Expands Grammar and Pronunciation</b><br/> <u>3-Year Old:</u> Can rhyme words (i.e., cat, sat); uses verbs in correct tense (e.g., she <u>walks</u> vs. she <u>walked</u>); may overcorrect grammar (e.g. “goed,” “mouses,” etc.)</p>  |

|  |  |
|--|--|
|  | <u>Pre-K:</u> Speaks with proper pronunciation; can be understood by adults and peers; speaks in sentences using grammar that is age-appropriate |
|--|--|

|   |  |
|---|--|
| <b>Domain: Mathematical Thinking and Expression</b>   |  |
| <b>2.1 Numbers and Operations</b>   |  |
| A. Counting and Cardinality   |  |
| 1. Cardinality  |  |
| 2.1 PK.A.1 Know number names and the count sequence.  | <p><b>CM 10-4 Reads and Writes Numbers</b></p> <p><u>3-Year Old:</u> Can trace numbers: recognizes a few numbers in written form</p> <p><u>Pre-K:</u> Can write some numbers up to 10; recognizes a few numbers in written form; recognizes both numerals and number names</p>   |
| 2. Counting   |  |
| 2.1 PK.A.2 Count to tell the number of objects.   | <p><b>CM 10-1 Begins Counting</b></p> <p><u>3-Year Old:</u> Counts by rote to 10; counts sets of objects up to 10; may be able to count into the teens; understands and uses 1-1 correspondence</p> <p><u>Pre-K:</u> Counts by rote to 20; can count objects up to 20; understands and uses ordinal terms (1st, 2nd, 3rd); may be able to skip count by 2, 5, or 10</p>                        |
| 3. Comparing  |  |
| 2.1 PK.A.3 Compare numbers.   | <p><b>CM 10-2 Builds and Observes Sets</b></p> <p><u>3-Year Old:</u> Begins to see groups of 2 or 3 objects and knows the amount without counting (subitizing); counts and builds sets</p> <p><u>Pre-K:</u> Can look at groups of objects up to 5 and indicate how many items without having to count them; compares quantities in sets and uses appropriate vocabulary: equal, more, less</p> |
| MP. Mathematical Process  |  |
| 2.1 PK.MP Use mathematical processes when quantifying, comparing, representing, and modeling numbers.                         | <p><b>CM 10-3 Learns Addition, Subtraction and Division</b></p> <p><u>3-Year Old:</u> When counting objects, understands that the last number counted represents the total</p> <p><u>Pre-K:</u> Can add "1" to a set of objects and know that it is 1 more; can subtract 1 from a set of objects and know that it is 1 less; can split a set of objects equally to divide by 2</p>             |
| <b>2.2 Algebraic Concepts</b>   |  |
| A. Operations and Algebraic Thinking  |  |
| 1. Operations and Algebraic Thinking  |  |
| 2.2 PK.A.1 Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. | <p><b>CM 10-3 Learns Addition, Subtraction and Division</b></p> <p><u>3-Year Old:</u> When counting objects, understands that the last number counted represents the total</p> <p><u>Pre-K:</u> Can add "1" to a set of objects and know that it is 1 more; can subtract 1 from a set of objects and know that it is 1 less; can split a set of objects equally to divide by 2</p>             |
| MP. Mathematical Processes  |  |
| 2.2 PK.MP Use mathematical processes when representing relationships.   | <p><b>CM 10-3 Learns Addition, Subtraction and Division</b></p> <p><u>3-Year Old:</u> When counting objects, understands that the last number counted represents the total</p>   |

|   |   |
|---|---|
|   | <u>Pre-K:</u> Can add “1” to a set of objects and know that it is 1 more; can subtract 1 from a set of objects and know that it is 1 less; can split a set of objects equally to divide by 2  |
| <b>2.3 Geometry</b>   |   |
| A. Geometry   |   |
| 1. Identification   |   |
| 2.3 PK.A.1 Identify and describe shapes.  | <b>CM 12-1 Learns Shapes &amp; Sizes</b><br><u>3-Year Old:</u> Identifies and names simple shapes; understands that shapes remain the same when flipped or rotated<br><u>Pre-K:</u> Names and describes shapes; understands that two of the same shape can have different sizes; understands symmetry   |
| 2. Application  |   |
| 2.3 PK.A.2 Analyze, compare, create, and compose shapes.  | <b>CM 12-1 Learns Shapes &amp; Sizes</b><br><u>3-Year Old:</u> Identifies and names simple shapes; understands that shapes remain the same when flipped or rotated<br><u>Pre-K:</u> Names and describes shapes; understands that two of the same shape can have different sizes; understands symmetry   |
| MP. – Mathematical Processes  |   |
| 2.3 PK.MP Use mathematical processes when drawing, constructing, modeling, and representing shapes. | <b>CM 12-1 Learns Shapes &amp; Sizes</b><br><u>3-Year Old:</u> Identifies and names simple shapes; understands that shapes remain the same when flipped or rotated<br><u>Pre-K:</u> Names and describes shapes; understands that two of the same shape can have different sizes; understands symmetry   |
| <b>2.4 Measurement, Data, and Probability</b>   |   |
| A. Measurement and Data   |   |
| 1. Measurement  |   |
| 2.4 PK.A.1 Describe and compare measurable attributes of length and weights of everyday objects.    | <b>CM 11-1 Learns Measurement and Quantities</b><br><u>3-Year Old:</u> Understands quantities of length, height, weight, time, or compares amounts between two or more groups (by pointing to pictures or using words depicting little/big, short/tall, slow/fast, thin/fat, less/more, empty/full, few/many, heavy/light, shallow/deep, narrow/wide)<br><u>Pre-K:</u> Explores and observes ways to use tools to measure objects (e.g., erasers, paper clips, ruler, scale, thermometer, measuring cups, etc.); develops growing abilities to collect, describe, and record measurement in different ways, such as charting results or measuring distance on a map |
| 4. Data   |   |
| 2.4 PK.A.4 Classify objects and count the number of objects in each category.                       | <b>CM 10-2 Builds and Observes Sets</b><br><u>3-Year Old:</u> Begins to see groups of 2 or 3 objects and knows the amount without counting (subitizing); counts and builds sets<br><u>Pre-K:</u> Can look at groups of objects up to 5 and indicate how many items without having to count them; compares quantities in sets and uses appropriate vocabulary: equal, more, less   |
|   | <b>CS 13-2 Classifies or Sorts Objects</b><br><u>3-Year Old:</u> Sorts or matches objects based on simple attributes, such as color, size, weight, texture or function<br><u>Pre-K:</u> Compares objects based on attributes, such as weight, odor, color, texture, function or sound   |
| MP. Mathematical Processes  |   |

|  |  |
|--|--|
| 2.4 PK.MP Use mathematical processes when measuring; representing, organizing, and understanding data. | <p><b>CM 11-1 Learns Measurement and Quantities</b><br/> <u>3-Year Old:</u> Understands quantities of length, height, weight, time, or compares amounts between two or more groups (by pointing to pictures or using words depicting little/big, short/tall, slow/fast, thin/fat, less/more, empty/full, few/many, heavy/light, shallow/deep, narrow/wide)<br/> <u>Pre-K:</u> Explores and observes ways to use tools to measure objects (e.g., erasers, paper clips, ruler, scale, thermometer, measuring cups, etc.); develops growing abilities to collect, describe, and record measurement in different ways, such as charting results or measuring distance on a map</p> |
|  | <p><b>CM 10-2 Builds and Observes Sets</b><br/> <u>3-Year Old:</u> Begins to see groups of 2 or 3 objects and knows the amount without counting (subitizing); counts and builds sets<br/> <u>Pre-K:</u> Can look at groups of objects up to 5 and indicate how many items without having to count them; compares quantities in sets and uses appropriate vocabulary: equal, more, less</p>   |
|  | <p><b>CS 13-2 Classifies or Sorts Objects</b><br/> <u>3-Year Old:</u> Sorts or matches objects based on simple attributes, such as color, size, weight, texture or function<br/> <u>Pre-K:</u> Compares objects based on attributes, such as weight, odor, color, texture, function or sound</p>   |

|   |  |
|---|--|
| <b>Domain: Scientific Thinking and Technology</b>   |  |
| <b>3.1 Biological Sciences</b>  |  |
| A. Living and Non-Living Organisms  |  |
| 1. Common Characteristics of Life   |  |
| 3.1 PK.A.1 Recognize the difference between living and non-living things.                         | <p><b>CS 15-1 Explores the Natural Environment</b><br/> <u>3-Year Old:</u> Examines objects of the natural environment; observes objects with magnifying glass; understands the difference between living and non-living things<br/> <u>Pre-K:</u> Investigates how the natural environment works, such as growing plants, having an ant farm, having a butterfly garden, etc.</p>   |
| 2. Energy Flow  |  |
| 3.1 PK.A.2 Identify basic needs of plants (water and light) and animals (food, water, and light). | <p><b>CS 15-2 Develops an Understanding of and Care for the Natural World</b><br/> <u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; show respect for living things.<br/> <u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things</p> |
| 3. Life Cycles  |  |
| 3.1 PK.A.3 Recognize that plants and animals grow and change.                                     | <p><b>CS 15-2 Develops an Understanding of and Care for the Natural World</b><br/> <u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; show respect for living things.<br/> <u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena</p>  |

|  |   |
|--|---|
|  | such as weather and seasons; understands that people affect the environment; shows respect for living things  |
| <b>5. Form and Function</b>  |   |
| 3.1 PK.A.5 Name basic parts of living things.  | <b>CS 15-2 Develops an Understanding of and Care for the Natural World</b><br><u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; show respect for living things.<br><u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things |
| <b>9. Science as Inquiry</b>   |   |
| 3.1 PK.A.9 Participate in simple investigations about living and/ or non-living things to answer a question or to test a prediction.                         | <b>CS 15-1 Explores the Natural Environment</b><br><u>3-Year Old:</u> Examines objects of the natural environment; observes objects with magnifying glass; understands the difference between living and non-living things<br><u>Pre-K:</u> Investigates how the natural environment works, such as growing plants, having an ant farm, having a butterfly garden, etc.   |
| <b>B. Genetics</b>   |   |
| <b>1. Heredity</b>   |   |
| 3.1 PK.B.1 Recognize and compare physical characteristics of living things from same species.  | <b>CS 15-2 Develops an Understanding of and Care for the Natural World</b><br><u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; show respect for living things.<br><u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things |
| <b>6. Science as Inquiry</b>   |   |
| 3.1 PK.B.6 Participate in simple investigations of physical characteristics of living things from same species to answer a question or to test a prediction. | <b>CS 15-1 Explores the Natural Environment</b><br><u>3-Year Old:</u> Examines objects of the natural environment; observes objects with magnifying glass; understands the difference between living and non-living things<br><u>Pre-K:</u> Investigates how the natural environment works, such as growing plants, having an ant farm, having a butterfly garden, etc.   |
| <b>C. Evolution</b>  |   |
| <b>3. Unifying Themes (Constancy and Change)</b>   |   |
| 3.1 PK.C.3 Describe changes that occur in animals.   | <b>CS 15-2 Develops an Understanding of and Care for the Natural World</b><br><u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; show respect for living things.<br><u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things |
| <b>4. Science as Inquiry</b>   |   |
| 3.1 PK.B.6 Participate in simple investigations of physical characteristics of living things from same species to answer a question or to test a prediction. | <b>CS 15-1 Explores the Natural Environment</b><br><u>3-Year Old:</u> Examines objects of the natural environment; observes objects with magnifying glass; understands the difference between living and non-living things  |

|   |   |
|---|---|
|   | <u>Pre-K:</u> Investigates how the natural environment works, such as growing plants, having an ant farm, having a butterfly garden, etc.   |
| <b>3.2 Physical Sciences</b>  |   |
| A. Chemistry  |   |
| 1. Properties of Matter   |   |
| 3.2 PK.A.1 Sort and describe objects according to size, shape, color, and texture.                      | <b>CS 13-2 Classifies or Sorts Objects</b><br><u>Pre-K:</u> Compares objects based on attributes, such as weight, odor, color, texture, function or sound   |
| 3. Matter and Energy  |   |
| 3.2 PK.A.3 Notice change in matter.   | <b>CS 15-1 Explores the Natural Environment</b><br><u>3-Year Old:</u> Examines objects of the natural environment; observes objects with magnifying glass; understands the difference between living and non-living things<br><u>Pre-K:</u> Investigates how the natural environment works, such as growing plants, having an ant farm, having a butterfly garden, etc.     |
| 5. Unifying Themes  |   |
| 3.2 PK.A.5 Recognize that everything is made of matter  | <b>CS 15-1 Explores the Natural Environment</b><br><u>3-Year Old:</u> Examines objects of the natural environment; observes objects with magnifying glass; understands the difference between living and non-living things<br><u>Pre-K:</u> Investigates how the natural environment works, such as growing plants, having an ant farm, having a butterfly garden, etc.     |
| 6. Science as Inquiry   |   |
| 3.2 PK.A.6 Participate in simple investigations of matter to answer a question or to test a prediction. | <b>CS 14-2 Makes Predictions</b><br><u>3-Year Old:</u> Makes simple predictions about what will happen next, such as during activities or when hearing a story<br><u>Pre-K:</u> Able to make and test predictions (e.g., what color will we get if we mix the yellow dye and the blue dye?)   |
| B. Physics  |   |
| 1. Force and Motion of Practices and Rigid Bodies   |   |
| 3.2 PK.B.1 Explore and describe the motion of toys and objects.   | <b>CS 13-1 Explores Objects</b><br><u>3-Year Old:</u> Asks why, where, when, how, what, and seeks answers through exploration<br><u>Pre-K:</u> Identifies all 5 senses (smell, sight, sound, touch, taste) and uses them to explore objects in the environment; observes objects using tools such as color paddles, prisms and magnifying glasses                           |
| 5. Nature of Waves (Sound and Light Energy)   |   |
| 3.2 PK.B.5 Create and describe variations of sound.   | <b>CCA 21-2 Explores Music</b><br><u>3-Year Old:</u> Joins in class exploration of musical instruments; knows and sings songs; uses music across learning domains; explores with sound, melody, tone, rhythm, beat<br><u>Pre-K:</u> Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc. |
| 6. Unifying Themes (Energy)   |   |
| 3.2 PK.B.6 Recognize that light from the sun is an important source of energy for                       | <b>CS 15-2 Develops an Understanding of and Care for the Natural World</b>  |

|  |   |
|--|---|
| living and non-living systems and some source of energy is needed for all organisms to stay alive and grow.                              | <u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things   |
| 7. Science of Inquiry  |   |
| 3.2 PK.B.7 Participate in simple investigations of energy and motion to answer a question or to test a prediction.                       | <b>CS 15-1 Explores the Natural Environment</b><br><u>Pre-K:</u> Investigates how the natural environment works, such as growing plants, having an ant farm, having a butterfly garden, etc.  |
| <b>3.3 Earth and Space Sciences</b>  |   |
| A. Earth Structure, Processes, and Cycles  |   |
| 1. Earth Features and the Processes That Change Them   |   |
| 3.3 PK.A.1 Sort different types of earth materials.  | <b>CS 15-2 Develops an Understanding of and Care for the Natural World</b><br><u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things |
| 4. Water   |   |
| 3.3 PK.A.4 Identify a variety of uses for water.   | <b>CS 15-2 Develops an Understanding of and Care for the Natural World</b><br><u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things |
| 5. Weather and Climate   |   |
| 3.3 PK.A.5 Identify seasons that correspond with observable conditions and identify how weather affects daily life.                      | <b>CS 15-2 Develops an Understanding of and Care for the Natural World</b><br><u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things |
| 7. Science of Inquiry  |   |
| 3.3 PK.A.7 Participate in simple investigations of earth structures, processes, and cycles to answer a question or to test a prediction. | <b>CS 15-1 Explores the Natural Environment</b><br><u>Pre-K:</u> Investigates how the natural environment works, such as growing plants, having an ant farm, having a butterfly garden, etc.  |
| B. Origin and Evolution of the Universe  |   |
| 1. Comparisons and Structure   |   |
| 3.3 PK.B.1 Identify objects that can be found in the day or night sky.   | <b>CS 15-2 Develops an Understanding of and Care for the Natural World</b><br><u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things |
| 3. Science as Inquiry  |   |
| 3.3 PK.B.3 Participate in simple investigations of the objects found in the  | <b>CS 15-1 Explores the Natural Environment</b>   |

|  |   |
|--|---|
| day or night sky to answer a question or to test a prediction.                               | <u>Pre-K:</u> Investigates how the natural environment works, such as growing plants, having an ant farm, having a butterfly garden, etc.   |
| <b>4.1 Environment and Ecology</b>   |   |
| <b>A. The Environment</b>  |   |
| 4.1 PK.A Identify living and non-living things in the immediate and surrounding environment. | <b>CS 15-2 Develops an Understanding of and Care for the Natural World</b><br><u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things |
| <b>C. Energy Flow</b>  |   |
| 4.1 PK.C Identify that plants need the sun to grow.  | <b>CS 15-2 Develops an Understanding of and Care for the Natural World</b><br><u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things |
| <b>D. Biodiversity</b>   |   |
| 4.1 PK.D Identify basic needs of living things.  | <b>CS 15-2 Develops an Understanding of and Care for the Natural World</b><br><u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things |
| <b>E. Succession</b>   |   |
| 4.1 PK.E Identify the change of seasons in the environment.                                  | <b>CS 15-2 Develops an Understanding of and Care for the Natural World</b><br><u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things |
| <b>4.2 Watersheds and Wetlands</b>   |   |
| <b>A. Watersheds</b>   |   |
| 4.2 PK.A Identify various types of moving water in Pennsylvania                              | <b>CS 15-2 Develops an Understanding of and Care for the Natural World</b><br><u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things |
| <b>B. Wetlands</b>   |   |
| 4.2 PK.B Identify a wetland as an ecosystem in Pennsylvania.                                 | <b>CS 15-2 Develops an Understanding of and Care for the Natural World</b><br><u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things |
| <b>C. Aquatic Ecosystem</b>  |   |
| 4.2 PK.C Describe an aquatic (water) and terrestrial (land) habitat.                         | <b>CS 15-2 Develops an Understanding of and Care for the Natural World</b>  |

|  |   |
|--|---|
|  | <u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things   |
| <b>4.3 Natural Resources</b>   |   |
| <b>A. Use of Natural Resources</b>   |   |
| 4.3 PK.A Identify how the environment provides for the needs of people in their daily lives. | <b>CS 15-2 Develops an Understanding of and Care for the Natural World</b><br><u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; show respect for living things.<br><u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things |
| <b>B. Availability of Natural Resources</b>  |   |
| 4.3 PK.B Identify natural resources available to people in their daily lives.                | <b>CS 15-2 Develops an Understanding of and Care for the Natural World</b><br><u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; show respect for living things.<br><u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things |
| <b>4.4 Agriculture and Society</b>   |   |
| <b>A. Food and Fiber Systems</b>   |   |
| 4.4 PK.A Identify what plants and animals need to grow.                                      | <b>CS 15-2 Develops an Understanding of and Care for the Natural World</b><br><u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; show respect for living things.<br><u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things |
| <b>C. Applying Sciences to Agriculture</b>   |   |
| 4.4 PK.C Recognize that plants and animals grow and change.                                  | <b>CS 15-2 Develops an Understanding of and Care for the Natural World</b><br><u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; show respect for living things.<br><u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things |
| <b>D. Technology Influences on Agriculture</b>   |   |
| 4.4 PK.D Identify basic tools used in gardening at home and at school.                       | <b>CS 15-2 Develops an Understanding of and Care for the Natural World</b><br><u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; show respect for living things.<br><u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things |
| <b>4.5 Humans and the Environment</b>  |   |

|   |   |
|---|---|
| <b>A. Sustainability</b>  |   |
| 4.5 PK.A Identify what people need to survive.  | <b>CS 15-2 Develops an Understanding of and Care for the Natural World</b><br><u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; show respect for living things.<br><u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things |
| <b>B. Integrated Pest Management</b>  |   |
| 4.5 PK.B Identify things in the natural environment that can be harmful to people, pets, and other living things. | <b>CS 15-2 Develops an Understanding of and Care for the Natural World</b><br><u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; show respect for living things.<br><u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things |
| <b>C. Pollution</b>   |   |
| 4.5 PK.C Identify ways people pollute the environment   | <b>CS 15-2 Develops an Understanding of and Care for the Natural World</b><br><u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; show respect for living things.<br><u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things |
| <b>D. Waste Management</b>  |   |
| 4.5 PK.D Describe how everyday human activities generate waste.   | <b>CS 15-2 Develops an Understanding of and Care for the Natural World</b><br><u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; show respect for living things.<br><u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things |
| <b>15.4 Computer and Information Technology</b>   |   |
| <b>A. Influence of Emerging Technologies</b>  |   |
| 15.4 PK.A Identify various technologies used in the classroom and at home.  | <b>CS 13-3 Learns Using Technology</b><br><u>3-Year Old:</u> Shows interest in technology; may understand how “swiping” and “clicking” work on an ipad or tablet<br><u>Pre-K:</u> May be learning how to play educational games using a computer and keyboard or tablet   |
| <b>B. Digital Citizenship</b>   |   |
| 15.4 PK.B Demonstrate responsible use of technology and equipment.  | <b>CS 13-3 Learns Using Technology</b><br><u>3-Year Old:</u> Shows interest in technology; may understand how “swiping” and “clicking” work on an ipad or tablet<br><u>Pre-K:</u> May be learning how to play educational games using a computer and keyboard or tablet   |
| <b>C. Hardware</b>  |   |

|   |   |
|---|---|
| 15.4. PK.C With prompting and support, identify peripheral devices of computer system including input and output devices.   | <b>CS 13-3 Learns Using Technology</b><br><u>3-Year Old:</u> Shows interest in technology; may understand how “swiping” and “clicking” work on an ipad or tablet<br><u>Pre-K:</u> May be learning how to play educational games using a computer and keyboard or tablet |
| <b>D. Input Technologies</b>  |   |
| 15.4 PK.D Demonstrate the correct use of simple input technologies (e.g., mouse, touch screen, microphone, etc.).           | <b>CS 13-3 Learns Using Technology</b><br><u>3-Year Old:</u> Shows interest in technology; may understand how “swiping” and “clicking” work on an ipad or tablet<br><u>Pre-K:</u> May be learning how to play educational games using a computer and keyboard or tablet |
| <b>G. Software/Applications</b>   |   |
| 15.4 PK.G With help and support, select and use various software/ applications for an intended purpose.                     | <b>CS 13-3 Learns Using Technology</b><br><u>3-Year Old:</u> Shows interest in technology; may understand how “swiping” and “clicking” work on an ipad or tablet<br><u>Pre-K:</u> May be learning how to play educational games using a computer and keyboard or tablet |
| <b>K. Digital Media</b>   |   |
| 15.4 PK.K With help and support, identify similarities and differences between text, graphics, audio, animation, and video. | <b>CS 13-3 Learns Using Technology</b><br><u>3-Year Old:</u> Shows interest in technology; may understand how “swiping” and “clicking” work on an ipad or tablet<br><u>Pre-K:</u> May be learning how to play educational games using a computer and keyboard or tablet |
| <b>L. Technology Research</b>   |   |
| 15.4 PK.L With help and support, use web browser to locate content-specific websites.                                       | <b>CS 13-3 Learns Using Technology</b><br><u>3-Year Old:</u> Shows interest in technology; may understand how “swiping” and “clicking” work on an ipad or tablet<br><u>Pre-K:</u> May be learning how to play educational games using a computer and keyboard or tablet |
| <b>M. Emerging Technologies in Careers</b>  |   |
| 15.4 PK.M With help and support, identify various technologies used in the workplace.                                       | <b>CS 13-3 Learns Using Technology</b><br><u>3-Year Old:</u> Shows interest in technology; may understand how “swiping” and “clicking” work on an ipad or tablet<br><u>Pre-K:</u> May be learning how to play educational games using a computer and keyboard or tablet |

|   |  |
|---|--|
| <b>Domain: Social Studies Thinking</b>                          |  |
| Civics and Government   |  |
| <b>5.1 Principles and Documents of Government</b>               |  |
| <b>A. Rule of Law</b>   |  |
| 5.1 PK.A State rules and their consequences.                    | <b>SS 16-5 Learns about Government and Economics</b><br><u>Pre-K:</u> Demonstrates a growing awareness of community rules and types of governance; learns about how money is used to obtain goods or services; learns about different types of money, including coins, paper bills, checks, credit cards, and digital transactions |
| <b>F. Symbols</b>   |  |
| 5.1 PK.F Identify basic American symbols. (e.g., American flag) | <b>SS 16-5 Learns about Government and Economics</b>   |

|   |  |
|---|--|
|   | <u>Pre-K:</u> Demonstrates a growing awareness of community rules and types of governance; learns about how money is used to obtain goods or services; learns about different types of money, including coins, paper bills, checks, credit cards, and digital transactions   |
| <b>5.2 Rights and Responsibilities of Citizenship</b>                             |  |
| A. Civic Rights and Responsibilities  |  |
| 5.2 PK.A Identify self-membership of a group such as the class or family.         | <b>SED 4-1 Develops Awareness of Self</b><br><u>Pre-K:</u> Recognizes similarities and differences between self and others (e.g., gender, physical characteristics, likes/dislikes); identifies self as part of a group, (e.g., family, community, culture, faith, class)  |
| B. Conflict and Resolution  |  |
| 5.2 PK.B Identify a problem and discuss possible solutions with adult assistance. | <b>SED 6-3 Cooperates with Peers</b><br><u>Pre-K:</u> Engages in play that requires cooperation with other children, including games with rules; recognizes negative behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language                                |
| C. Leadership and Public Service  |  |
| Identify classroom projects/activities that support leadership and service.       | <b>SED 6-3 Cooperates with Peers</b><br><u>Pre-K:</u> Engages in play that requires cooperation with other children, including games with rules; recognizes negative behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language                                |
| <b>5.3 How Government Works</b>   |  |
| C. Government Services  |  |
| 5.3 PK.C Identify community workers through their uniforms and equipment.         | <b>SS 16-5 Learns about Government and Economics</b><br><u>Pre-K:</u> Demonstrates a growing awareness of community rules and types of governance; learns about how money is used to obtain goods or services; learns about different types of money, including coins, paper bills, checks, credit cards, and digital transactions |
| F. Conflict and the Court System  |  |
| 5.3 PK.F Identify appropriate behaviors for responsible classroom citizens.       | <b>SS 16-5 Learns about Government and Economics</b><br><u>Pre-K:</u> Demonstrates a growing awareness of community rules and types of governance; learns about how money is used to obtain goods or services; learns about different types of money, including coins, paper bills, checks, credit cards, and digital transactions |
| Economics   |  |
| <b>6.1 Scarcity and Choice</b>  |  |
| A. Scarcity and Choice  |  |
| Emerging to ... Identify how scarcity influences choice.                          | <b>SS 16-5 Learns about Government and Economics</b><br><u>Pre-K:</u> Demonstrates a growing awareness of community rules and types of governance; learns about how money is used to obtain goods or services; learns about different types of money, including coins, paper bills, checks, credit cards, and digital transactions |
| B. Limited Resources  |  |

|  |  |
|--|--|
| Emerging to ... Identify family wants and needs.                         | <b>SS 16-5 Learns about Government and Economics</b><br><u>Pre-K:</u> Demonstrates a growing awareness of community rules and types of governance; learns about how money is used to obtain goods or services; learns about different types of money, including coins, paper bills, checks, credit cards, and digital transactions   |
| D. Incentives and Choice   |  |
| 6.1 PK.D Identify a choice based on individual interest.                 | <b>ATL 1-5 Shows Initiative</b><br><u>Pre-K:</u> Makes and conveys choices to friends and teachers   |
| <b>6.2 Markets and Economic Systems</b>                                  |  |
| C. Advertising and Media   |  |
| Emerging to ... Identify advertisements that encourage us to buy things. | <b>SS 16-5 Learns about Government and Economics</b><br><u>3-Year Old:</u> Uses pretend money in games and play; pretends societal roles in play<br><u>Pre-K:</u> Demonstrates a growing awareness of community rules and types of governance; learns about how money is used to obtain goods or services; learns about different types of money, including coins, paper bills, checks, credit cards, and digital transactions |
| D. Price Determination   |  |
| 6.2 PK.D Explain how money is used.                                      | <b>SS 16-5 Learns about Government and Economics</b><br><u>3-Year Old:</u> Uses pretend money in games and play; pretends societal roles in play<br><u>Pre-K:</u> Demonstrates a growing awareness of community rules and types of governance; learns about how money is used to obtain goods or services; learns about different types of money, including coins, paper bills, checks, credit cards, and digital transactions |
| <b>6.3 Functions of Government</b>                                       |  |
| D. Government's Role in International Trade                              |  |
| 6.3 PK.D Identify products produced locally.                             | <b>SS 16-5 Learns about Government and Economics</b><br><u>Pre-K:</u> Demonstrates a growing awareness of community rules and types of governance; learns about how money is used to obtain goods or services; learns about different types of money, including coins, paper bills, checks, credit cards, and digital transactions   |
| <b>6.5 Income, Profit, and Wealth</b>                                    |  |
| A. Factors Influencing Wages   |  |
| 6.5 PK.A Differentiate between work and play.                            | <b>SS 16-4 Learns about Community Roles and Jobs</b><br><u>Pre-K:</u> Learns about community helpers; studies different types of careers and jobs; understands the need for various roles in a society; learns about important contributions of historical figures   |
| C. Types of Business   |  |
| 6.5 PK.C Identify local businesses.                                      | <b>SS 16-5 Learns about Government and Economics</b><br><u>Pre-K:</u> Demonstrates a growing awareness of community rules and types of governance; learns about how money is used to obtain goods or services; learns about different types of money, including coins, paper bills, checks, credit cards, and digital transactions   |
| Geography  |  |

|   |  |
|---|--|
| <b>7.1 Basic Geographic Literacy</b>  |  |
| A. Geographic   |  |
| 7.1 PK.A Explain how a map is a representation of places.   | <b>SS 16-3 Explores Geography</b><br><u>3-Year Old:</u> Learns about community places, such as home, school, park, etc.<br><u>Pre-K:</u> Learns about how the local community is a part of a broader world, such as state and country; may study maps to learn about far-away cultures   |
| B. Location of Places and Regions   |  |
| Emerging to ... Describe the location of places in the home, school, and community to gain an understanding of relative location. | <b>SS 16-3 Explores Geography</b><br><u>3-Year Old:</u> Learns about community places, such as home, school, park, etc.<br><u>Pre-K:</u> Learns about how the local community is a part of a broader world, such as state and country; may study maps to learn about far-away cultures   |
| <b>7.2 Physical Characteristics of Places and Regions</b>   |  |
| A. Physical Characteristics   |  |
| 7.2 PK.A Describe the characteristics of home and frequently visited locations to gain an understanding of physical features.     | <b>SS 16-3 Explores Geography</b><br><u>3-Year Old:</u> Learns about community places, such as home, school, park, etc.<br><u>Pre-K:</u> Learns about how the local community is a part of a broader world, such as state and country; may study maps to learn about far-away cultures   |
| History   |  |
| <b>8.1 Historical Analysis and Skills Development</b>   |  |
| A. Continuity and Change Over Time  |  |
| 8.1 PK.A Identify a sequence of events through a day.   | <b>SS 16-2 Understands Time</b><br><u>3-Year Old:</u> Understands the concept of different days of the week (e.g., school days, non-school days, music class day, the day dad picks up from school)<br><u>Pre-K:</u> Understands basic concepts of time including past-present-future; may understand basic units of time, including hours-minutes-days; learns about calendars, including week-month-year   |
| C. Research   |  |
| 8.1 PK.C Understand that information comes from many sources such as books, computers, and newspapers.                            | <b>LKS 8-1 Develops Early Literacy</b><br><u>3-Year Old:</u> Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book<br><u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story |

|  |   |
|--|---|
| <b>Domain: Creative Thinking and Expression</b>  |   |
| <b>9.1.M Production and Performance – Music and Movement</b>                                   |   |
| A. Elements and Principles   |   |
| 9.1.M PK.A Know and use basic elements and principles of music and movement.                   | <p><b>CCA 21-2 Explores Music</b><br/> <u>3-Year Old:</u> Joins in class exploration of musical instruments; knows and sings songs; uses music across learning domains; explores with sound, melody, tone, rhythm, beat<br/> <u>Pre-K:</u> Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.</p>  |
| B. Demonstration   |   |
| 9.1.M PK.B Respond to different types of music and dance through participation and discussion. | <p><b>CCA 21-2 Explores Music</b><br/> <u>3-Year Old:</u> Joins in class exploration of musical instruments; knows and sings songs; uses music across learning domains; explores with sound, melody, tone, rhythm, beat<br/> <u>Pre-K:</u> Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.</p> <p><b>CCA 21-3 Explores Movement and Dance</b><br/> <u>3-Year Old:</u> Participates in dance or creative movement activities<br/> <u>Pre-K:</u> Begins to show individual expression in creative movement activities</p> |
| E. Representation  |   |
| 9.1.M PK.E Use imagination and creativity to express self through music and dance.             | <p><b>CCA 21-3 Explores Movement and Dance</b><br/> <u>3-Year Old:</u> Participates in dance or creative movement activities<br/> <u>Pre-K:</u> Begins to show individual expression in creative movement activities</p>  |
| J. Technologies  |   |
| 9.1 M.PK.J Use a variety of technologies for producing or performing works of art.             | <p><b>CCA 21-1 Explores Art Media</b><br/> <u>3-Year Old:</u> Uses a variety of art materials and media to convey an idea; creates something different from what other children create<br/> <u>Pre-K:</u> Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes</p>   |
| <b>9.1.D Production and Performance – Dramatic and Performance Play</b>                        |   |
| B. Demonstration   |   |
| 9.1.D PK.B Recreate a dramatic play experience for an audience.                                | <p><b>CCA 21-4 Participates in Dramatic Play</b><br/> <u>3-Year Old:</u> Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-play<br/> <u>Pre-K:</u> Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers</p>   |

|  |  |
|--|--|
| <b>E. Representation</b>   |  |
| 9.1.D PK.E Use imagination and creativity to express self through dramatic play. | <b>CCA 21-4 Participates in Dramatic Play</b><br><u>3-Year Old:</u> Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-play<br><u>Pre-K:</u> Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers |
| <b>9.1.V Production and Performance – Visual Arts</b>                            |  |
| <b>A. Elements and Principles</b>  |  |
| 9.1.V PK.A Know and use basic elements of visual arts.                           | <b>CCA 21-1 Explores Art Media</b><br><u>3-Year Old:</u> Uses a variety of art materials and media to convey an idea; creates something different from what other children create<br><u>Pre-K:</u> Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes                     |
| <b>B. Demonstration</b>  |  |
| 9.1.V PK.B Combine a variety of materials to create a work of art.               | <b>CCA 21-1 Explores Art Media</b><br><u>3-Year Old:</u> Uses a variety of art materials and media to convey an idea; creates something different from what other children create<br><u>Pre-K:</u> Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes                     |
| <b>E. Representation</b>   |  |
| 9.1.V PK.E Use imagination and creativity to express self through visual arts.   | <b>CCA 21-1 Explores Art Media</b><br><u>3-Year Old:</u> Uses a variety of art materials and media to convey an idea; creates something different from what other children create<br><u>Pre-K:</u> Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes                     |
| <b>J. Technologies</b>   |  |
| 9.1.V PK.J Use a variety of technologies for producing works of art.             | <b>CCA 21-1 Explores Art Media</b><br><u>3-Year Old:</u> Uses a variety of art materials and media to convey an idea; creates something different from what other children create<br><u>Pre-K:</u> Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes                     |
| <b>9.2 Historical and Cultural Context of Works in the Arts</b>                  |  |
| <b>D. Perspective</b>  |  |
| 9.2 PK.D Explain that instruments or art forms represent cultural perspectives.  | <b>SS 16-1 Explores Cultures</b><br><u>3-Year Old:</u> Learns about cultural differences, including clothing, food, art, and work<br><u>Pre-K:</u> Is learning that there are many different cultures and that people express culture in their dress, food, art, and work  |
| <b>9.3 Critical Response to Works in the Arts</b>                                |  |

|  |  |
|--|--|
| <b>F. Identification</b>   |  |
| 9.3 PK.F Recognize and name a variety of art forms.                                  | <b>CCA 21-1 Explores Art Media</b><br><u>3-Year Old:</u> Uses a variety of art materials and media to convey an idea; creates something different from what other children create<br><u>Pre-K:</u> Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes |
| <b>G. Critical Response</b>  |  |
| 9.3 PK.G Formulate and share an opinion about others' art products.                  | <b>CCA 21-1 Explores Art Media</b><br><u>3-Year Old:</u> Uses a variety of art materials and media to convey an idea; creates something different from what other children create<br><u>Pre-K:</u> Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes |
| <b>9.4 Aesthetic Response to Works in the Arts</b>                                   |  |
| <b>B. Emotional Response</b>   |  |
| 9.4 PK.B Demonstrate an emotional response to viewing or creating various art works. | <b>CCA 21-1 Explores Art Media</b><br><u>3-Year Old:</u> Uses a variety of art materials and media to convey an idea; creates something different from what other children create<br><u>Pre-K:</u> Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes |

|   |  |
|---|--|
| <b>Domain: Health, Wellness, and Physical Development</b> |  |
| <b>10.1 Concepts of Health</b>                            |  |
| <b>B. Interaction of Body Systems</b>                     |  |
| 10.1 PK.B Identify and locate body parts.                 | <b>SED 4-1 Develops Awareness of Self</b><br><u>3-Year Old:</u> Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family<br><u>Pre-K:</u> Recognizes similarities and differences between self and others (e.g., gender, physical characteristics, likes/dislikes); identifies self as part of a group, (e.g., family, community, culture, faith, class) |
| <b>C. Nutrition</b>                                       |  |
| 10.1 PK.C Identify foods that keep our body healthy.      | <b>PMP 20-1 Learns about Nutrition</b><br><u>3-Year Old:</u> Is learning the role of food and nutrition in daily routines; tries different kinds of nutritious foods<br><u>Pre-K:</u> Understands the difference between healthy and unhealthy food; eats a variety of nutritious foods; is willing to try foods with various tastes, colors, and textures   |
| <b>D. Alcohol, Tobacco, and Chemical Substances</b>       |  |
| 10.1 PK.D Identify and discuss the purposes of medicine.  | <b>PMP 20-1 Learns about Nutrition</b>   |

|  |   |
|--|---|
|  | <p><u>3-Year Old:</u> Is learning the role of food and nutrition in daily routines; tries different kinds of nutritious foods</p> <p><u>Pre-K:</u> Understands the difference between healthy and unhealthy food; eats a variety of nutritious foods; is willing to try foods with various tastes, colors, and textures</p>   |
| <b>E. Health Problems and Disease Prevention</b>             |   |
| 10.1 PK.E Identify and discuss common health problems.       | <p><b>PMP 19-2 Develops Self-Care Skills</b></p> <p><u>3-Year Old:</u> Understands and can complete health and safety routines, such as washing hands and brushing teeth; mostly independent with dressing, including pulling up pants, putting on shoes, and putting on coat</p> <p><u>Pre-K:</u> Knows to wash hands with soap before eating, after toileting, and after wiping nose; independently brushes teeth; shows preference for certain clothing and prefers to dress and undress self; able to zip, button, and snap; may be able to tie shoes</p> |
| <b>10.2 Healthful Living</b>                                 |   |
| <b>A. Health Practices, Products, and Services</b>           |   |
| 10.2 PK.A Identify fundamental practices for good health.    | <p><b>PMP 19-2 Develops Self-Care Skills</b></p> <p><u>3-Year Old:</u> Understands and can complete health and safety routines, such as washing hands and brushing teeth; mostly independent with dressing, including pulling up pants, putting on shoes, and putting on coat</p> <p><u>Pre-K:</u> Knows to wash hands with soap before eating, after toileting, and after wiping nose; independently brushes teeth; shows preference for certain clothing and prefers to dress and undress self; able to zip, button, and snap; may be able to tie shoes</p> |
| <b>E. Health and the Environment</b>                         |   |
| 10.2 PK.E Identify environmental factors that affect health. | <p><b>PMP 19-2 Develops Self-Care Skills</b></p> <p><u>3-Year Old:</u> Understands and can complete health and safety routines, such as washing hands and brushing teeth; mostly independent with dressing, including pulling up pants, putting on shoes, and putting on coat</p> <p><u>Pre-K:</u> Knows to wash hands with soap before eating, after toileting, and after wiping nose; independently brushes teeth; shows preference for certain clothing and prefers to dress and undress self; able to zip, button, and snap; may be able to tie shoes</p> |
| <b>10.3 Safety and Injury Prevention</b>                     |   |
| <b>A. Safe and Unsafe Practices</b>                          |   |
| 10.3 PK.A Recognize safe and unsafe practices.               | <p><b>PMP 20-2 Learns Safety Rules</b></p> <p><u>3-Year Old:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands &amp; follows safety rules; follows teacher's instructions when prompted</p> <p><u>Pre-K:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands &amp; follows safety rules; follows teacher's instructions</p>   |
| <b>B. Emerging Responses</b>                                 |   |

|   |  |
|---|--|
| 10.3 PK.B Recognize emergency situations and discuss appropriate responses.                 | <p><b>PMP 20-2 Learns Safety Rules</b><br/> <u>3-Year Old:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands &amp; follows safety rules; follows teacher's instructions when prompted<br/> <u>Pre-K:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands &amp; follows safety rules; follows teacher's instructions</p>                          |
| <b>10.4 Physical Activity – Gross Motor Coordination</b>                                    |  |
| A. Control and Coordination   |  |
| 10.4 PK.A Demonstrate coordination of body movements in active play                         | <p><b>PMP 17-5 Develops Large Motor Coordination Skills</b><br/> <u>3-Year Old:</u> Goes upstairs and downstairs without help; can pedal a tricycle; participates in increasingly strenuous physical activities indoors and outdoors<br/> <u>Pre-K:</u> Walks up and down stairs with alternating feet; can pedal a tricycle, climb a ladder, and or swing without assistance; can kick, throw, bounce or catch a ball; skips or claps</p> |
| B. Balance and Strength   |  |
| 10.4 PK.B Exhibit balance while moving on the ground or using equipment.                    | <p><b>PMP 17-1 Develops Perception &amp; Balance</b><br/> <u>3-Year Old:</u> Stands on 1 foot for about 3 seconds; jumps with two feet<br/> <u>Pre-K:</u> Stands on 1 foot for about 6 seconds; does a front roll (somersault); walks backwards without losing balance; walks heel-to-toe, on tiptoe, and on a straight line; can walk on a balance board; hops on one foot</p>  |
| <b>10.5 Concepts, Principles, and Strategies of Movement – Fine Motor Development</b>       |  |
| A. Strength, Coordination, and Muscle Control   |  |
| 10.5 PK.A Use hands, fingers, and wrists to manipulate objects.                             | <p><b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b><br/> <u>3-Year Old:</u> Works with buttons, snaps, levers, etc.; strings large beads; cuts with scissors; creases paper; plays with dough and clay<br/> <u>Pre-K:</u> Holds a crayon or marker using a tripod grasp; strings beads; cuts with scissors; has established right- or left-handedness</p>  |
| B. Eye/Hand Coordination  |  |
| 10.5 PK.B Coordinate eye and hand movements to perform a task.                              | <p><b>PMP 18-2 Develops Fine Hand-Eye Coordination</b><br/> <u>3-Year Old:</u> Demonstrates increasing ability to complete fine motor activities, such as putting jumbo puzzles together or stringing beads<br/> <u>Pre-K:</u> Works with fine motor manipulatives, such as jigsaw puzzles or beads; ties knots and loops; uses a keyboard</p>   |
| C. Use of Tools   |  |
| 10.5 PK.C Use tools that require use of fingers, hands, and/or wrists to accomplish a task. | <p><b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b><br/> <u>3-Year Old:</u> Works with buttons, snaps, levers, etc.; strings large beads; cuts with scissors; creases paper; plays with dough and clay<br/> <u>Pre-K:</u> Holds a crayon or marker using a tripod grasp; strings beads; cuts with scissors; has established right- or left-handedness</p>  |

|  |   |
|--|---|
| <b>Domain: Social and Emotional Development</b>  |   |
| <b>16.1 Self-Awareness and Self-Management</b>   |   |
| A. Manages Emotions and Behaviors  |   |
| 16.1 PK.A Distinguish between emotions and identify socially accepted ways to express them.  | <p><b>SED 3-1 Expresses Emotion</b><br/> <u>3-Year Old:</u> Displays a range of emotions; can say how he/she is feeling (e.g., glad, sad, or mad); explores emotions through play, art, music, dance<br/> <u>Pre-K:</u> Expresses a range of emotions; says how he/she is feeling and why; identifies emotions in photos (e.g., happy, sad, or confused)</p> <p><b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b><br/> <u>3-Year Old:</u> Able to cope with frustration (may need adult assistance with intense situations); is learning to control impulsive behaviors and outbursts; takes turns, such as in games<br/> <u>Pre-K:</u> Has methods for coping with intense feelings (getting a comfort item; using words; counting to 5); seeks adult assistance in intense situations; is learning to control impulses and emotions; is able to wait turn</p> |
| B. Influences of Personal Traits on Life   |   |
| 16.1 PK.B Recognize that everyone has personal traits which guide behavior and choices.  | <p><b>SED 4-1 Develops Awareness of Self</b><br/> <u>3-Year Old:</u> Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family<br/> <u>Pre-K:</u> Recognizes similarities and differences between self and others (e.g., gender, physical characteristics, likes/dislikes); identifies self as part of a group, (e.g., family, community, culture, faith, class)</p> <p><b>SED 6-1 Builds Empathy</b><br/> <u>3-Year Old:</u> Recognizes the feelings of others; asks an adult for help when another child is in distress<br/> <u>Pre-K:</u> Shares in the joy of others; expresses sadness when another adult or child is sad</p>   |
| C. Resiliency  |   |
| 16.1 PK.C Recognize that everyone makes mistakes and that using positive coping skills can result in learning from the experience. | <p><b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b><br/> <u>3-Year Old:</u> Able to cope with frustration (may need adult assistance with intense situations); is learning to control impulsive behaviors and outbursts; takes turns, such as in games<br/> <u>Pre-K:</u> Has methods for coping with intense feelings (getting a comfort item; using words; counting to 5); seeks adult assistance in intense situations; is learning to control impulses and emotions; is able to wait turn</p> <p><b>SED 6-1 Builds Empathy</b><br/> <u>3-Year Old:</u> Recognizes the feelings of others; asks an adult for help when another child is in distress<br/> <u>Pre-K:</u> Shares in the joy of others; expresses sadness when another adult or child is sad</p>  |
| D. Goal-Setting  |   |

|  |  |
|--|--|
| 16.1 PK.D Establish goals independently and recognize their influence on choices.  | <p><b>CS 14-3 Makes Plans</b><br/> <u>3-Year Old:</u> Has own ideas for play time and makes plans to carry out ideas; makes choices during free time<br/> <u>Pre-K:</u> Has own ideas on what to do during free choice time or free play, and carries out steps to follow the plan</p>   |
| <b>16.2 Establishing and Maintaining Relationships</b>   |  |
| A. Relationships – Trust and Attachment  |  |
| 16.2 PK.A Interact with peers and adults in a socially acceptable manner.  | <p><b>SED 5-1 Bonds with Adults</b><br/> <u>3-Year Old:</u> Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems<br/> <u>Pre-K:</u> Establishes secure relationships with adults; offers to help adult with a task; seeks guidance from trusted adults</p> <p><b>SED 6-2 Bonds with Peers</b><br/> <u>3-Year Old:</u> Interacts positively with other children in the group; begins to make friends; may have a favorite friend<br/> <u>Pre-K:</u> Shows affection for friends; may have a favorite friend; knows some likes or dislikes of peers; participates in group song, dance, acting/role-play</p>   |
| B. Diversity   |  |
| 16.2 PK.B Identify similarities and differences between self and others.   | <p><b>SED 4-1 Develops Awareness of Self</b><br/> <u>3-Year Old:</u> Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family<br/> <u>Pre-K:</u> Recognizes similarities and differences between self and others (e.g., gender, physical characteristics, likes/dislikes); identifies self as part of a group, (e.g., family, community, culture, faith, class)</p> <p><b>SS 16-1 Explores Cultures</b><br/> <u>3-Year Old:</u> Learns about cultural differences, including clothing, food, art, and work<br/> <u>Pre-K:</u> Is learning that there are many different cultures and that people express culture in their dress, food, art, and work</p> |
| C. Communication   |  |
| 16.2 PK.C Engage in reciprocal communication with adults and peers.  | <p><b>LC 7-6 Learns Conversation Structure</b><br/> <u>3-Year Old:</u> Asks questions about events that happen; shares opinions; participates in a conversation lasting 2 to 3 back-and-forths; takes turns talking; makes eye contact<br/> <u>Pre-K:</u> Participates in multi-turn conversations with friends and adults; mirrors tone, volume and tense; uses verbal and nonverbal conversational rules (e.g., takes turns, eye contact, loud and soft voice as appropriate, etc.); connects phrases and sentences to build ideas</p>   |
| D. Managing Interpersonal Conflicts  |  |
| 16.2 PK.D Recognize that conflict occurs and distinguish between appropriate and inappropriate ways to resolve conflict. | <p><b>SED 6-3 Cooperates with Peers</b><br/> <u>3-Year Old:</u> Cooperates with other children in play and daily activities and routines; may attempt a compromise to resolve conflict; is beginning to role-play in games; is learning to take turns<br/> <u>Pre-K:</u> Engages in play that requires cooperation with other children, including games with rules; recognizes negative behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language</p>   |

|   |  |
|---|--|
| <b>E. Support – Asking for Help</b>   |  |
| 16.2 PK.E Ask for and accept offers of help when needed or appropriate.               | <p><b>SED 5-2 Learns from Adults</b><br/> <u>3-Year Old:</u> Imitates behaviors demonstrated by familiar adults; may say words or phrases often said by familiar adults<br/> <u>Pre-K:</u> Mirrors adult behavior in daily routines; seeks help or information when needed from adults</p>   |
| <b>16.3 Decision-Making and Responsible Behavior</b>                                  |  |
| <b>A. Decision-Making Skills</b>  |  |
| 16.3 PK.A Interpret the consequences of choices.                                      | <p><b>ATL 2-2 Shows Responsibility</b><br/> <u>3-Year Old:</u> Follows adult directives; follows class rules; does not damage materials intentionally; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege<br/> <u>Pre-K:</u> Follows class rules; treats classroom property appropriately; puts objects away properly; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege</p>  |
| <b>B. Understanding Social Norms (Social Identity)</b>                                |  |
| 16.3 PK.B Recognize there are socially acceptable ways to behave in different places. | <p><b>SED 6-3 Cooperates with Peers</b><br/> <u>3-Year Old:</u> Cooperates with other children in play and daily activities and routines; may attempt a compromise to resolve conflict; is beginning to role-play in games; is learning to take turns<br/> <u>Pre-K:</u> Engages in play that requires cooperation with other children, including games with rules; recognizes negative behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language</p> <p><b>SS 16-4 Learns about Community Roles and Jobs</b><br/> <u>3-Year Old:</u> Learns about family roles and relationships<br/> <u>Pre-K:</u> Learns about community helpers; studies different types of careers and jobs; understands the need for various roles in a society; learns about important contributions of historical figures</p> |
| <b>C. Responsible Active Engagement - Empathy</b>                                     |  |
| 16.3 PK.C Actively engage in assisting others when appropriate.                       | <p><b>SED 6-1 Builds Empathy</b><br/> <u>3-Year Old:</u> Recognizes the feelings of others; asks an adult for help when another child is in distress<br/> <u>Pre-K:</u> Shares in the joy of others; expresses sadness when another adult or child is sad</p> <p><b>SED 6-3 Cooperates with Peers</b><br/> <u>3-Year Old:</u> Cooperates with other children in play and daily activities and routines; may attempt a compromise to resolve conflict; is beginning to role-play in games; is learning to take turns<br/> <u>Pre-K:</u> Engages in play that requires cooperation with other children, including games with rules; recognizes negative behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language</p>   |

**DISCLAIMER:**

This Alignment Document provides information that is current as of the publication date, pursuant to the state information available at that time. If this document is out-of-date, please be aware that we are likely working on an updated version. Should you like to alert us to the need to update this alignment document pursuant to any new rules/regulations or updates, please contact us at:

[contact@lifecubby.me](mailto:contact@lifecubby.me)