

Comparison Standards for Social and Emotional Development
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| Pre-K Guidelines - State | TK Guidelines - KEE | Kindergarten Standards - State |
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| <p>SOCIAL AND EMOTIONAL</p> <p>1.0 Self-Awareness 1.1 Compare their characteristics with those of others and display a growing awareness of their psychological characteristics, such as thoughts and feelings</p> <p>2.0 Self-Regulation 2.1 Regulate their attention, thoughts, feelings, and impulses more consistently, although adult guidance is sometimes necessary</p> <p>3.0 Social and Emotional Understanding 3.1 Begin to comprehend the mental and psychological reasons people act as they do and how they contribute to differences between people</p> <p>4.0 Empathy and Caring 4.1 Respond to another's distress and needs with sympathetic caring and are more likely to assist</p> <p>5.0 Initiative in Learning 5.1 Take greater initiative in making new discoveries, identifying new solutions, and persisting in trying to figure things out</p> <p>SOCIAL INTERACTION</p> <p>1.0 Interactions with Familiar Adults 1.1 Participate in longer and more reciprocal interactions with familiar adults and take greater initiative in social interaction</p> <p>2.0 Interactions with Peers 2.1 More actively and intentionally cooperate with each other 2.2 Create more complex sequences of pretend play that involve planning, coordination of</p> | <p>SOCIAL</p> <p>1.0 Self-Awareness 1.1 Familiar with body parts and functions 1.2 Positive self-identity and self to others 1.3 Self confidence in skill development</p> <p>2.0 Interpersonal Awareness 2.1 Responds positively to others 2.2 Accepts diversity and shows respect 2.3 Comfortable in the learning environment</p> <p>3.0 Self-Regulation 3.1 Accepts guidance with impulses 3.2 Labels feelings with words 3.3 Accepts changes in environment 3.4 Shows manners 3.5 Takes care of needs</p> <p>4.0 Self-Expression 4.1 Able to make choices 4.2 Communicates likes and dislikes 4.3 Confident in preferences</p> <p>5.0 Communication 5.1 Asks for help 5.2 Communicates effectively 5.3 Discerns others feelings</p> <p>6.0 Group Cooperation 6.1 Participates in group activities 6.2 Resolves peer conflict 6.3 Negotiates with situations 6.4 Can handle social situations 6.5 Abides by group rules 6.6 Able to share</p> <p>7.0 Listening Skills 7.1 Receives input form others 7.2 Can follow through with an activity</p> <p>8.0 Responsibility 8.1 Accepts responsibility 8.2 Understands consequences</p> <p>9.0 Participation 9.1 Positive interactions with</p> | <p>No state guidelines</p> |

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| <p>roles, and cooperation</p> <p>2.3 Negotiate with each other, seeking adult assistance when needed, and increasingly use words to respond to conflict. Disagreements may be expressed with verbal taunting in addition to physical aggression</p> <p>3.0 Group Participation</p> <p>3.1 Participate positively and cooperatively as group members</p> <p>4.0 Cooperation and Responsibility</p> <p>4.1 Have growing capacities for self-control and are motivated to cooperate in order to receive adult approval and think approvingly of themselves</p> <p>RELATIONSHIPS</p> <p>1.0 Attachments to Parents</p> <p>1.1 Take greater initiative in seeking support from their primary family attachment figures</p> <p>1.2 Contribute to positive mutual cooperation with their primary family attachment figures</p> <p>1.3 After experience with out-of-home care, comfortably depart from their primary family attachment figures. Also maintain well-being while apart from primary family attachment figures during the day</p> <p>2.0 Close Relationships with Teachers and Caregivers</p> <p>2.1 Take greater initiative in seeking the support of their primary teachers and caregivers</p> <p>2.2 Contribute to positive mutual cooperation with their primary teachers and caregivers</p> <p>3.1 Friendships are more reciprocal, exclusive, and enduring</p> | <p>others</p> <p>9.2 Desires to interact</p> <p>9.3 Able to share and take turns</p> <p>10.0 Stages of Play</p> <p>10.1 Seeks out friends to play with</p> <p>10.2 Engages with games and projects</p> <p>10.3 Initiates play and leads cooperative experiences</p> <p>10.4 Plays with a common purpose</p> <p>EMOTIONAL</p> <p>1.0 Emotions/feelings</p> <p>1.1 Labels and compares feelings</p> <p>1.2 Regulates feelings with behavior</p> <p>1.3 Uses words to describe feelings</p> <p>1.4 Shows a positive disposition</p> <p>2.0 Behavior</p> <p>2.1 Abides by classroom rules</p> <p>2.2 Receives correction</p> <p>3.0 Empathy</p> <p>3.1 Notices others feelings</p> <p>3.2 Takes action to show compassion</p> <p>3.3 Offers verbal comfort to others</p> <p>3.4 Helps others and uses polite words</p> <p>4.0 Will/initiative</p> <p>4.1 Works on resolution with others</p> <p>4.2 Tries new experiences</p> <p>4.3 Completes and activity</p> <p>4.4 Is confident in their ability</p> <p>5.0 Attachment</p> <p>5.1 Seeks out friendships</p> <p>5.2 Shares space and materials without conflict</p> <p>5.3 Respects the rights of others</p> <p>5.4 Talks to others about what interests them</p> <p>5.5 Seeks out friends to interact with</p> <p>6.0 Self-Confidence</p> <p>6.1 Develops new skills</p> <p>6.2 Likes to figure things out</p> <p>6.3 Is proud of accomplishments</p> <p>6.4 Expresses new ideas</p> <p>6.5 Engages in self-help skills</p> <p>7.0 Independence</p> <p>7.1 Acts positively when</p> | |
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| | completing a task 7.2 Lead in cooperative play 7.3 Takes care of personal needs 7.4 Exhibits curiosity, creativity, and self-direction 8.0 Separation 8.1 Initiates affection with others 8.2 Transitions from home to school easily 9.0 Self-Control 9.1 Can handle redirection from adults 9.2 Handles disappointment 9.3 Follows social rules 9.4 Is not overly demanding | |
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Comparison Standards for Physical Development
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| Pre-K Guidelines - State | TK Guidelines - KEE | Kindergarten Standards - State |
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| No state guidelines | PHYSICAL 1.0 Fine Motor 1.1 Good finger grasp control 1.2 Traces a writes letter 1.3 Build and constructs with materials 1.4 Uses tools for play dough and creates shapes 1.5 Squeezes, pinches, buttons, zips and snap 1.6 Cut shapes, objects, and lines 2.0 Gross Motor 2.1 Locomotion skills are smooth 2.2 Pours from containers 2.3 Pushes and carries objects 2.4 Hops, skips and jumps 2.5 Rides a tricycle 2.6 Moves backwards, forward, and side to side 3.0 Systems of the Body 3.1 Manipulates small objects 3.2 Cuts with scissors 3.3 Throws and catches 3.4 Plays on a swing and slide 3.5 Rocks, rolls and spins 3.6 Uses a scooter board 3.7 Jumps, crawls, walks, runs, climbs 4.0 Health 4.1 Able to engage in rest 4.2 Creates quiet spaces 4.3 Is physically active 4.4 Drink plenty of water | Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities. <i>Movement Concepts</i> 1.1 Travel within a large group, without bumping into others or falling, while using locomotor skills. 1.2 Travel forward and sideways while changing direction quickly in response to a signal. 1.3 Demonstrate contrasts between slow and fast speeds while using locomotor skills. 1.4 Create shapes at high, medium, and low levels by using hands, arms, torso, feet, and legs in a variety of combinations. <i>Body Management</i> 1.5 Create shapes by using nonlocomotor movements. 1.6 Balance on one, two, three, four, and five body parts. 1.7 Balance while walking forward and sideways on a narrow, elevated surface. 1.8 Demonstrate the relationship of <i>under, over, behind, next to, through, right, left,</i> |

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| | <p>4.5 Washes hands and cleans up after themselves</p> <p>4.6 Sensitive to those who use accommodations</p> <p>5.0 Nutrition</p> <p>5.1 Knows healthy food from bad food, eats healthy</p> <p>5.2 Able to eat new things</p> <p>6.0 Safety</p> <p>6.1 Identifies community helpers</p> <p>6.2 Able to be supervised</p> <p>6.3 Participates in emergency drills</p> <p>6.4 Reports safety issues to the teacher</p> <p>6.5 Stays away from hot objects and chemicals</p> <p>7.0 Personal Care</p> <p>7.1 Bathes each day and wash hands frequently</p> <p>7.2 Uses the toilet independently</p> <p>7.3 Dresses appropriately and independently</p> <p>7.4 Practices good dental care</p> | <p><i>up, down, forward, backward, and in front of</i> by using the body and an object.</p> <p><i>Locomotor Movement</i></p> <p>1.9 Perform a continuous log roll.</p> <p>1.10 Travel in straight, curved, and zigzag pathways.</p> <p>1.11 Jump over a stationary rope several times in succession, using forward-and-back and side-to-side movement patterns.</p> <p><i>Manipulative Skills</i></p> <p>1.12 Strike a stationary ball or balloon with the hands, arms, and feet.</p> <p>1.13 Toss a ball to oneself, using the underhand throw pattern, and catch it before it bounces twice.</p> <p>1.14 Kick a stationary object, using a simple kicking pattern.</p> <p>1.15 Bounce a ball continuously, using two hands.</p> <p><i>Rhythmic Skills</i></p> <p>1.16 Perform locomotor and nonlocomotor movements to a steady beat.</p> <p>1.17 Clap in time to a simple, rhythmic beat.</p> <p>Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.</p> <p><i>Movement Concepts</i></p> <p>2.1 Explain the difference between under and over, behind and in front of, next to and through, up and down, forward and backward, and sideways.</p> <p>2.2 Identify and independently use personal space, general space, and boundaries and discuss why they are important.</p> <p><i>Body Management</i></p> <p>2.3 Identify and describe parts of the body: the head, shoulders, neck, back, chest, waist, hips, arms,</p> |
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| | | <p>elbows, wrists, hands, fingers, legs, knees, ankles, feet, and toes.</p> <p>2.4 Explain base of support.</p> <p><i>Locomotor Movement</i></p> <p>2.5 Identify the locomotor skills of walk, jog, run, hop, jump, slide, and gallop.</p> <p><i>Manipulative Skills</i></p> <p>2.6 Explain the role of the eyes when striking objects with the hands, arms, and feet.</p> <p>2.7 Identify the point of contact for kicking a ball in a straight line.</p> <p>2.8 Describe the position of the fingers in the follow-through phase of bouncing a ball continuously.</p> <p>Students assess and maintain a level of physical fitness to improve health and performance.</p> <p><i>Fitness Concepts</i></p> <p>3.1 Participate in physical activities that are enjoyable and challenging.</p> <p><i>Aerobic Capacity</i></p> <p>3.2 Participate three to four days each week in moderate to vigorous physical activities that increase breathing and heart rate.</p> |
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Comparison Standards for Creative Skills
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|---------------------------------|---|---------------------------------------|
| No state guidelines | <p>CREATIVE</p> <p>1.0 Imagination</p> <p>1.1 Can distinguish between fantasy, pretend play and real events</p> <p>1.2 Describes imaginary things</p> <p>1.3 Has extensive conversations about my imagination experiences</p> <p>1.4 Understand how to use my imagination</p> | No state guidelines |

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| | <p>2.0 Dramatic Play</p> <p>2.1 Engages in pretend play with others</p> <p>2.2 Can take on a role</p> <p>2.3 Uses imagination to engage in life experiences</p> <p>2.4 Uses imagination, creativity, and language to make up new roles and act our new experiences</p> <p>2.5 Negotiates roles and settings uses costumes and pops</p> <p>3.0 Music</p> <p>3.1 Able to identify categories of sounds</p> <p>3.2 Able to repeat and follow a rhythm</p> <p>3.3 Continue to hear differences in sounds</p> <p>3.4 Can express myself through music and movement</p> <p>3.5 Responds to changes in tempo and a variety of musical rhythm through body movement</p> <p>3.6 Uses a variety of musical instruments</p> <p>3.7 Can name a variety of musical elements using appropriate musical vocabulary</p> <p>3.8 Beginning to demonstrate appropriate audience skills during recording and musical performances</p> <p>4.0 Art</p> <p>4.1 Names primary and secondary colors</p> <p>4.2 Makes color combinations</p> <p>4.3 Can express myself through art</p> <p>4.4 Demonstrates safe and appropriate use and care of materials and tools</p> <p>4.5 Create two and three dimension or art while exploring color</p> <p>4.6 Represents ideas through a variety of art media</p> <p>5.0 Cooking</p> <p>5.1 Able to follow directions with gathering appropriate utensils</p> <p>5.2 Uses pictures to identify sequencing of ingredients</p> <p>5.3 Uses fine motor skills to push, mold, press, roll, and stir ingredients</p> <p>5.4 Uses measuring tools to</p> | |
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| | measure out ingredients 5.5 Identifies ingredients through taste 5.6 Able to identify the sequence of baking | |
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Comparison Standards for Language Skills
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| Pre-K Guidelines - State | TK Guidelines - KEE | Kindergarten Standards - State |
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| <p>READING</p> <p>1.0 Concepts about Print 1.1 Display appropriate book-handling behaviors and knowledge of print conventions 1.2 Understand that print is something that is read and has specific meaning</p> <p>2.0 Phonological Awareness 2.1 Orally blend and delete words and syllables without the support of pictures or objects 2.2 Orally blend the onsets, rimes, and phonemes of words and orally delete the onsets of words, with the support of pictures or objects</p> <p>3.0 Alphabetic and Word/Print Recognition 3.1 Recognize own name or other common words in print 3.2 Match more than half of uppercase letter names and more than half of lowercase letter names to their printed form 3.3 Begin to recognize that letters have sounds</p> <p>4.0 Comprehension and Analysis of Age-Appropriate Text 4.1 Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork 4.2 Use information from informational text in a variety of</p> | <p>READING</p> <p>1.0 Concepts about Print 1.1 Display appreciation for books and printed materials 1.2 Displays awareness that print materials are beneficial for learning and enjoyment. 1.3 Begin to identify the various parts of a book 1.4 Begin to follow the flow of print and identify words as meaningful 1.5 Learn the difference between letters and words and how letter combined make up words 1.6 Develop in the recognition of upper and lower case letters of the alphabet</p> <p>2.0 Alphabetic and Word/Print Comprehension 2.1 Recognize their printed name and simple word constructs 2.2 Identify upper and lower cases upon demand 2.3 Identify letters within various printed materials</p> <p>3.0 Phonological Awareness 3.1 Develop the connection of letters with sounds and use them in the context of learning 3.2 Associate words and sounds with pictures. 3.3 With oral prompts be able to mimic sounds and words that have meaning 3.4 Recall familiar words with associated letters/sounds 3.5 Identify and produce rhyming words in response to an oral</p> | <p>READING</p> <p>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development Students know about letters, words, and sounds. They apply this knowledge to read simple sentences</p> <p>Concepts About Print 1.1 Identify the front cover, back cover, and title page of a book 1.2 Follow words from left to right and from top to bottom on the printed page 1.3 Understand that printed materials provide information 1.4 Recognize that sentences in print are made up of separate words 1.5 Distinguish letters from words 1.6 Recognize and name all uppercase and lowercase letters of the alphabet</p> <p>Phonemic Awareness 1.7 Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., /f, s, th/, /j, d, j/) 1.8 Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated (e.g., vowel-consonant, consonant-vowel, or consonant-vowel-consonant) 1.9 Blend vowel-consonant sounds orally to make words or syllables</p> |

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| <p>ways, including describing, relating, categorizing, or comparing and contrasting</p> <p>5.0 Literacy Interest and Response</p> <p>5.1 Demonstrate, with increasing independence, enjoyment of literacy and literacy-related activities</p> <p>5.2 Engage in more complex routines associated with literacy activities</p> | <p>prompt</p> <p>3.6 Engage in rhythm exercises that identify syllables</p> <p>3.7 Participate in phonological activities that facilitate repetitive phrases, oppositional words, rhyming, and appropriate verbal prompts</p> <p>4.0 Literary Response and Analysis</p> <p>4.1 Display enjoyment of literacy related activities</p> <p>4.2 Engage in child initiated activities that involve literacy</p> <p>4.3 Advance skills in literacy activities that provide complex structures of language skills.</p> <p>4.4 Recall details in a familiar story including questioning, summarizing, predicting, and ordering of sequences</p> <p>4.5 Transfer previous knowledge of stories to engage in child related activity and play</p> <p>4.6 Analyze details of literature including describing, relating, categorizing, comparing and contrasting</p> <p>5.0 Decoding and Word Recognition</p> <p>5.1 Read simple one-syllable and high-frequency words (i.e., sight words)</p> <p>5.2 Develop environmental reading skills through discussion and visual prompts</p> <p>5.3 Distinguish fantasy from realistic text.</p> <p>5.4 Identify types of everyday print materials (e.g., storybooks, poems, newspapers, signs, labels)</p> <p>6.0 Vocabulary</p> <p>6.1 Classify the recognition of simple words that occur regularly in the environment</p> <p>6.2 Identify with picture prompts common objects and their associated meaning</p> <p>7.0 Visual Comprehension</p> <p>7.1 Identify concepts based on recognizable print and pictures that are viewed</p> <p>7.2 Respond to questions based on visual materials that are meaningful</p> | <p>1.10 Identify and produce rhyming words in response to an oral prompt</p> <p>1.11 Distinguish orally stated one-syllable words and separate into beginning or ending sounds</p> <p>1.12 Track auditory each word in a sentence and each syllable in a word</p> <p>1.13 Count the number of sounds in syllables and syllables in words</p> <p>Decoding and Word Recognition</p> <p>1.14 Match all consonant and short-vowel sounds to appropriate letters</p> <p>1.15 Read simple one-syllable and high-frequency words (i.e., sight words).</p> <p>1.16 Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle)</p> <p>Vocabulary and Concept Development</p> <p>1.17 Identify and sort common words in basic categories (e.g., colors, shapes, foods)</p> <p>1.18 Describe common objects and events in both general and specific language</p> <p>2.0 Reading Comprehension</p> <p>Students identify the basic facts and ideas in what they have read, heard, or viewed. They use comprehension strategies (e.g., generating and responding to questions, comparing new information to what is already known).</p> <p>The selections in Recommended Readings in Literature, Kindergarten Through Grade Eight (California Department of Education, 1996) illustrate the quality and complexity of the materials to be read by students</p> <p>Structural Features of Informational Materials</p> <p>2.1 Locate the title, table of contents, name of author, and name of illustrator.</p> <p>Comprehension and Analysis of Grade-Level-Appropriate Text</p> <p>2.2 Use pictures and context to make predictions about story</p> |
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| | <p>7.3 Associate sight words with what is in print.</p> <p>7.4 Use pictures and context to make predictions about story content</p> <p>7.5 Connect to life experiences the information and events in texts</p> <p>7.6 Retell familiar stories</p> <p>7.7 Ask and answer questions about essential elements of a text</p> | <p>content</p> <p>2.3 Connect to life experiences the information and events in texts</p> <p>2.4 Retell familiar stories</p> <p>2.5 Ask and answer questions about essential elements of a text</p> <p>3.0 Literary Response and Analysis</p> <p>Students listen and respond to stories based on well-known characters, themes, plots, and settings</p> <p>The selections in Recommended Readings in Literature, Kindergarten Through Grade Eight illustrate the quality and complexity of the materials to be read by students</p> <p><i>Narrative Analysis of Grade-Level-Appropriate Text</i></p> <p>3.1 Distinguish fantasy from realistic text.</p> <p>3.2 Identify types of everyday print materials (e.g., storybooks, poems, newspapers, signs, labels)</p> <p>3.3 Identify characters, settings, and important events</p> |
| <p>WRITING</p> <p>1.0 Writing Strategies</p> <p>1.1 Adjust grasp and body position for increased control in drawing and writing</p> <p>1.2 Write letters or letter-like shapes to represent words or ideas</p> <p>1.3 Write first name nearly, correctly</p> | <p>WRITING</p> <p>1.0 Writing Strategies</p> <p>1.1 Further develop grasp and body position for increased control in drawing and writing</p> <p>1.2 Tracing letters and words to understand the flow of writing</p> <p>1.3 Continue writing letters or letter-like shapes to represent words or ideas</p> <p>1.4 Write first name nearly, correctly</p> <p>1.5 Engage in copying letters and words in print</p> <p>1.6 Participate in student initiated writing experiences in the classroom</p> <p>1.7 Verbalize their thoughts through dictation and see their words in print</p> <p>1.8 Communicate through their pictures of stories and personal experiences</p> <p>1.9 Participate in simple</p> | <p>WRITING</p> <p>1.0 Writing Strategies</p> <p>Students write words and brief sentences that are legible</p> <p><i>Organization and Focus</i></p> <p>1.1 Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events</p> <p>1.2 Write consonant-vowel-consonant words (i.e., demonstrate the alphabetic principle)</p> <p>1.3 Write by moving from left to right and from top to bottom</p> <p><i>Penmanship</i></p> <p>1.4 Write uppercase and lowercase letters of the alphabet independently, attending to the form and proper spacing of the letters</p> |

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| | <p>journaling practices that communicate personal ideas and thoughts</p> <p>1.10 Practice writing uppercase and lowercase letters of the alphabet independently</p> | |
| <p>LISTENING AND SPEAKING</p> <p>1.0 Language Use and Conventions</p> <p>1.1 Use language to communicate with others in both familiar and unfamiliar social situations for a variety of basic and advanced purposes, including reasoning, predicting, problem-solving, and seeking new information</p> <p>1.2 Speak clearly enough to be understood by both familiar and unfamiliar adults and children</p> <p>1.3 Use accepted language and style during communication with both familiar and unfamiliar adults and children</p> <p>1.4 Use language to construct extended narratives that are real or fictional</p> <p>2.0 Vocabulary</p> <p>2.1 Understand and use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts</p> <p>2.2 Understand and use accepted words for categories of objects encountered in everyday life</p> <p>2.3 Understand and use both simple and complex words that describe the relations between objects</p> <p>3.0 Grammar</p> <p>3.1 Understand and use increasingly complex and longer sentences, including sentences that combine two to three phrases or three to four concepts to communicate ideas</p> <p>3.2 Understand and typically use age-appropriate grammar, including accepted word forms, such as subject-verb agreement, progressive tense, regular and</p> | <p>LISTENING AND SPEAKING</p> <p>1.0 Language Use and Conventions</p> <p>1.1 Develop a higher level of self-confidence in speaking with familiar and unfamiliar social situations</p> <p>1.2 Increase participation in group activities with verbal responses speaking in clear coherent sentences</p> <p>1.3 Use accepted language and style during communication with both familiar and unfamiliar adults and children</p> <p>1.4 Use language to construct extended narratives that are real or fictional</p> <p>1.5 Increase in skill development with the creation and expression of story</p> <p>1.6 Relate an experience or creative story in a logical sequence</p> <p>1.7 Describe people, places, things (e.g., size, color, shape), locations, and actions</p> <p>1.8 Recite short poems, rhymes, and songs</p> <p>2.0 Vocabulary</p> <p>2.1 Understand and use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts</p> <p>2.2 Understand and use accepted words for categories of objects encountered in everyday life</p> <p>2.3 Understand and use both simple and complex words that describe the relations between objects</p> <p>3.0 Grammar</p> <p>3.1 Understand and use increasingly complex and longer sentences, including sentences</p> | <p>LISTENING AND SPEAKING</p> <p>1.0. Listening and Speaking Strategies</p> <p>Students listen and respond to oral communication. They speak in clear and coherent sentences</p> <p>Comprehension</p> <p>1.1 Understand and follow one- and two-step oral directions</p> <p>1.2 Share information and ideas, speaking audibly in complete, coherent sentences</p> <p>2.0. Speaking Applications (Genres and Their Characteristics)</p> <p>Students deliver brief recitations and oral presentations about familiar experiences or interests, demonstrating command of the organization and delivery strategies outlined in Listening and Speaking Standard 1.0</p> <p>Using the listening and speaking strategies of kindergarten outlined in Listening and Speaking Standard 1.0, students:</p> <p>2.1 Describe people, places, things (e.g., size, color, shape), locations, and actions</p> <p>2.2 Recite short poems, rhymes, and songs.</p> <p>2.3 Relate an experience or creative story in a logical sequence</p> |

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| <p>irregular past tense, regular and irregular plurals, pronouns, and possessives</p> | <p>that combine two to three phrases or three to four concepts to communicate ideas 3.2 Understand and typically use age-appropriate grammar, including accepted word forms, such as subject-verb agreement, progressive tense, regular and irregular past tense, regular and irregular plurals, pronouns, and possessives 4.0 Comprehension 4.1 Understand and follow one- and two-step oral directions 4.2 Share information and ideas, speaking audibly in complete, coherent sentences</p> | |
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| Pre-K Guidelines | TK Guidelines | Kindergarten Standards |
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| <p>NUMBER SENSE</p> <p>1.0 Children expand their understanding of numbers and quantities in their everyday environment 1.1 Recite numbers in order to twenty with increasing accuracy 1.2 Recognize and know the name of some written numerals 1.3 Identify, without counting, the number of objects in a collection of up to four objects (i.e., subsidize) 1.4 Count up to ten objects, using one-to-one correspondence (one object for each number word) with increasing accuracy 1.5 Understand, when counting, that the number name of the last object counted represents the total number of objects in the group (i.e., cardinality) 2.0 Children expand their understanding of number relationships and operations in their everyday environment. 2.1 Compare, by counting or matching, two groups of up to five objects and communicate, "more," "same as," or "fewer" (or</p> | <p>NUMBER SENSE</p> <p>1.0 Relationship of Numbers 1.1 Recite numbers in order to twenty and beyond with increasing accuracy 1.2 Recognize and know the name of written numerals 1-20 1.3 Identify, without counting, the number of objects in a collection of up to ten objects (i.e., subsidize) 1.4 Count up to twenty objects, using one-to-one correspondence (one object for each number word) with increasing accuracy 1.5 Understand, when counting, that the number name of the last object counted represents the total number of objects in the group (i.e., cardinality) 2.0 Comparison of Numbers 2.1 Compare two or more sets of objects (up to ten objects in each group) and identify which set is equal to, more than, or less than the other 2.2 Count, recognize, represent, name, and order a number of objects (up to 20) 2.3 Know that the larger numbers</p> | <p>NUMBER SENSE</p> <p>1.0 Students understand the relationship between numbers and quantities (i.e., that a set of objects has the same number of objects in different situations regardless of its position or arrangement): 1.1 Compare two or more sets of objects (up to ten objects in each group) and identify which set is equal to, more than, or less than the other 1.2 Count, recognize, represent, name, and order a number of objects (up to 30) 1.3 Know that the larger numbers describe sets with more objects in them than the smaller numbers have 2.0 Students understand and describe simple additions and subtractions: 2.1 Use concrete objects to determine the answers to addition and subtraction problems (for two numbers that are each less than 10) 3.0 Students use estimation strategies in computation and problem solving that involve</p> |

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| <p>“less”) 2.2 Understand that adding one or taking away one changes the number in a small group of objects by exactly one 2.3 Understand that putting two groups of objects together will make a bigger group and that a group of objects can be taken apart into smaller groups 2.4 Solve simple addition and subtraction problems with a small number of objects (sums up to 10), usually by counting</p> | <p>describe sets with more objects in them than the smaller numbers have 3.0 Manipulation of Numbers and problem Solving 3.1 Use concrete objects to determine the answers to addition and subtraction problems (for two numbers that are each less than 10)</p> | <p>numbers that use the ones and tens places: 3.1 Recognize when an estimate is reasonable</p> |
| <p>ALGEBRA AND FUNCTIONS (Classification and Patterning)</p> <p>1.0 Children expand their understanding of sorting and classifying objects in their everyday environment. 1.1 Sort and classify objects by one or more attributes, into two or more groups, with increasing accuracy (e.g., may sort first by one attribute and then by another attribute) 2.0 Children expand their understanding of simple, repeating patterns 2.1 Recognize and duplicate simple repeating patterns 2.2 Begin to extend and create simple repeating patterns</p> | <p>ALGEBRA AND FUNCTIONS</p> <p>1.0 Sorting, Classification and Patterning 1.1 Sort and classify objects by one or more attributes, into three or more groups, with increasing accuracy (e.g., may sort first by one attribute and then by another attribute). 1.2 Begin to extend and create more complex repeating patterns.</p> | <p>ALGEBRA AND FUNCTIONS</p> <p>1.0 Students sort and classify objects: 1.1 Identify, sort, and classify objects by attribute and identify objects that do not belong to a particular group (e.g., all these balls are green, those are red).</p> |
| <p>MEASUREMENT</p> <p>1.0 Children expand their understanding of comparing, ordering, and measuring objects. 1.1 Compare two objects by length, weight, or capacity directly (e.g., putting objects side by side) or indirectly (e.g., using a third object) 1.2 Order four or more objects by size 1.3 Measure length using multiple duplicates of the same-size concrete units laid end to end</p> <p>GEOMETRY</p> | <p>MEASUREMENT AND GEOMETRY</p> <p>1.0 Measurement 1.1 Compare three objects by length, weight, or capacity directly (e.g., putting objects side by side) or indirectly (e.g., using a third object). Identifying noticeable differences 1.2 Order five or more objects by size. 1.3 Measure length using multiple duplicates of the same-size concrete units laid end to end 1.3 Name the days of the week 1.4 Demonstrate an understanding of concepts of</p> | <p>MEASUREMENT AND GEOMETRY</p> <p>1.0 Students understand the concept of time and units to measure it; they understand that objects have properties, such as length, weight, and capacity, and that comparisons may be made by referring to those properties: 1.1 Compare the length, weight, and capacity of objects by making direct comparisons with reference objects (e.g., note which object is shorter, longer, taller, lighter, heavier, or holds more) 1.2 Demonstrate an</p> |

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| <p>1.0 Children identify and use a variety of shapes in their everyday environment. 1.1 Identify, describe, and construct a variety of different shapes, including variations of a circle, triangle, rectangle, square, and other shapes 1.2 Combine different shapes to create a picture or design 2.0 Children expand their understanding of positions in space 2.1 Identify positions of objects and people in space, including in/on/under, up/down, inside/outside, beside/between, and in front/behind</p> | <p>time (e.g., morning, afternoon, evening, today, yesterday, tomorrow) and tools that measure time (e.g., clock, calendar). 1.5 Identify the time of everyday events (e.g., school, meal time, bed time) 2.0 Geometry 2.1 Identify and describe common geometric objects (e.g., circle, triangle, square, rectangle, cube, sphere, cone) 2.2 Combine different shapes to create a complex picture or design 2.3 Identify positions of objects and people in space, including in/on/under, up/down, inside/outside, beside/between, and in front/behind</p> | <p>understanding of concepts of time (e.g., morning, afternoon, evening, today, yesterday, tomorrow, week, year) and tools that measure time (e.g., clock, calendar) 1.3 Name the days of the week 1.4 Identify the time (to the nearest hour) of everyday events (e.g., lunch time is 12 o'clock; bedtime is 8 o'clock at night) 2.0 Students identify common objects in their environment and describe the geometric features: 2.1 Identify and describe common geometric objects (e.g., circle, triangle, square, rectangle, cube, sphere, cone) 2.2 Compare familiar plane and solid objects by common attributes (e.g., position, shape, size, roundness, number of corners)</p> |
| <p>No Standards</p> | <p>STATISTICS, DATA ANALYSIS AND PROBABILITY 1.0 Students collect information about objects and events in their environment: 1.1 Students pose questions, collect data, and verbally or use graphs and pictures to record results 1.2 Create more complex patterns.</p> | <p>STATISTICS, DATA ANALYSIS AND PROBABILITY 1.0 Students collect information about objects and events in their environment: 1.1 Pose information questions; collect data; and record the results using objects, pictures, and picture graphs 1.2 Identify, describe, and extend simple patterns (such as circles or triangles) by referring to their shapes, sizes, or colors</p> |
| <p>MATHEMATICAL REASONING 1.0 Children expand the use of mathematical thinking to solve problems that arise in their everyday environment. 1.1 Identify and apply a variety of mathematical strategies to solve problems in their environment</p> | <p>MATHEMATICAL REASONING AND ANALYSIS 1.0 Children expand the use of mathematical thinking to solve problems that arise in their everyday environment 1.1 Identify and apply a variety of mathematical strategies to solve problems in their environment 2.0 Reasoning 2.1 Begin to apply a variety of</p> | <p>MATHEMATICAL REASONING 1.0 Students make decisions about how to set up a problem: 1.1 Determine the approach, materials, and strategies to be used 1.2 Use tools and strategies, such as manipulatives or sketches, to model problem. 2.0 Students solve problems in reasonable ways and justify</p> |

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| | <p>mathematical strategies to solve problems in their environment</p> <p>2.2 Explain problem solving with pictures and objects</p> | <p>their reasoning:</p> <p>2.1 Explain the reasoning used with concrete objects and/or pictorial representations.</p> <p>2.2 Make precise calculations and check the validity of the results in the context of the problem</p> |
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Comparison Standards for Science Skills
Debbi Keeler © debbi@unlockkee.com

| Pre-K Guidelines | TK Guidelines | Kindergarten Standards |
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| <p>PHYSICAL SCIENCES</p> <p>1.0 Properties and Characteristics of Non-Living Objects and Materials</p> <p>1.1 Demonstrate an increased ability to observe, investigate and describe in greater detail characteristics and physical properties of solid objects</p> <p>1.2 Demonstrate increased ability to observe, investigate and describe in greater detail characteristics and physical properties of solid and non-solid materials</p> <p>2.0 Changes in Non-Living Objects and Materials</p> <p>2.1 Demonstrate an increased awareness that objects and materials can change in various ways, and explore and describe in greater detail changes in objects and materials</p> <p>2.2 Demonstrate an increased ability to observe and describe in greater detail the motion of objects and to explore the effect of own actions on the motion of objects, including changes in speed and direction</p> | <p>PHYSICAL SCIENCES</p> <p>1.0 Properties and Characteristics of Non-Living Objects and Materials</p> <p>1.1 Collects data, shows curiosity by posing questions, and seeks answers to questions.</p> <p>1.2 Communicates observations and make predictions</p> <p>1.3 Describe objects in terms of the materials they are made of and their physical properties</p> <p>1.4 Experience forms of water that such as liquids, solids and evaporation</p> <p>1.5 Manipulates materials such as water, sand, clay, paint, glue</p> <p>1.6 Describe and describe that objects and materials can change in various ways</p> <p>1.7 Increase their ability to observe and describe in greater detail the motion of objects, including changes in speed and direction</p> | <p>PHYSICAL SCIENCES</p> <p>1. Properties of materials can be observed, measured, and predicted. As a basis for understanding this concept:</p> <p>a. Students know objects can be described in terms of the materials they are made of (e.g., clay, cloth, paper) and their physical properties (e.g., color, size, shape, weight, texture, flexibility, attraction to magnets, floating, sinking)</p> <p>b. Students know water can be a liquid or a solid and can be made to change back and forth from one form to the other</p> <p>c. Students know water left in an open container evaporates (goes into the air) but water in a closed container does not</p> |

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| <p>LIFE SCIENCES</p> <p>1.0 Properties and Characteristics of Living Things</p> <p>1.1 Identify characteristics of a greater variety of animals and plants and demonstrate an increased ability to categorize them</p> <p>1.2 Indicate greater knowledge of body parts and bodily processes in humans and other animals</p> <p>1.3 Recognize that living things have their habitats in different environments, and how natural habitats provide living things with their unique needs</p> <p>1.4 Indicate knowledge of the difference between animate and inanimate objects, providing greater detail, and recognize that animals and plants, but non-living objects, undergo biological processes such as growth, illness, healing, and dying.</p> <p>2.0 Changes in Living Things</p> <p>2.1 Observe and explore growth in humans, animals and plants, and demonstrate an increased understanding that living things change as they grow and go through transformations related to the life cycle.</p> <p>2.2 Develop a greater understanding of basic needs of humans, animals and plants</p> | <p>LIFE SCIENCES</p> <p>1.0 Properties and Characteristics of Living Things</p> <p>1.1 Engage in opportunities for hands-on life science activities</p> <p>1.2 Observe and describe similarities and differences in the appearance and behavior of plants and animals</p> <p>1.3 Identify major structures of common plants and animals (e.g., stems, leaves, roots, arms, wings, legs)</p> <p>1.4 Observe and describe similarities and differences in human beings (e.g., physical characteristics, ethnicity, gender, age)</p> <p>1.5 Understands natural habitats of shelter, food, water, air and light</p> | <p>LIFE SCIENCES</p> <p>2. Different types of plants and animals inhabit the earth. As a basis for understanding this concept:</p> <p>a. Students know how to observe and describe similarities and differences in the appearance and behavior of plants and animals (e.g., seed-bearing plants, birds, fish, insects)</p> <p>b. Students know stories sometimes give plants and animals attributes they do not really have</p> <p>c. Students know how to identify major structures of common plants and animals (e.g., stems, leaves, roots, arms, wings, legs)</p> |
| <p>EARTH SCIENCES</p> <p>1.0 Properties and Characteristics of Earth Materials and Objects</p> <p>1.0 Demonstrate increased ability to Investigate and compare characteristics of earth materials such as sand, rocks, soil, water and air</p> <p>2.0 Changes in Earth</p> <p>2.1 Demonstrate an increased ability to observe and describe natural objects in the sky, and to notice patterns of movement</p> | <p>EARTH SCIENCES</p> <p>1.0 Properties and Characteristics of Earth Materials and Objects</p> <p>1.1 Describe characteristics of mountains, rivers, oceans, valleys, deserts, and local landforms</p> <p>1.2 Describe changes in weather occur from day to day and across seasons</p> <p>1.3 Discover an appreciation for the earth's resources</p> <p>1.4 Investigates, sound, heat, and light and how things move</p> | <p>EARTH SCIENCES</p> <p>3. Earth is composed of land, air, and water. As a basis for understanding this concept:</p> <p>a. Students know characteristics of mountains, rivers, oceans, valleys, deserts, and local landforms</p> <p>b. Students know changes in weather occur from day to day and across seasons, affecting Earth and its inhabitants</p> <p>c. Students know how to identify resources from earth that are used in everyday life and</p> |

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| <p>and appeared changes in the sun and moon</p> <p>2.2 Demonstrate an increased ability to observe, describe and discuss changes in weather</p> <p>2.2 Demonstrate an increased ability to notice and describe the effects of weather and seasonal changes on their own lives, and on plants and animals</p> <p>2.3 Develop and increased awareness and the ability to discuss in simple terms how to care for the environment, and participate in activities related to its care</p> | <p>1.5 Explores soil, rocks, water, air, and sunlight</p> <p>1.6 Understands the diversity of the world</p> <p>1.7 Explore the seasons, fall, winter, spring, and summer</p> <p>1.8 Explore the sun, moon, stars and the galaxy</p> | <p>understand that many resources can be conserved</p> |
| <p>OBSERVATION AND INVESTIGATION</p> <p>1.0 Observation and Investigation</p> <p>1.1 Demonstrate curiosity and an increased ability to raise questions about objects and events in their environment</p> <p>1.2 Observe objects and events in their environment and describe their observations in greater detail</p> <p>1.3 Identify and use a greater variety of observation and measuring tools. May spontaneously use an appropriate tool, though may still need adult support</p> <p>1.4 Compare and contrast objects and events, and describe similarities and differences in greater detail</p> <p>1.5 Demonstrate an increased ability to make predictions and check them</p> <p>1.6 Demonstrate an increased ability to make inferences and form generalizations based on evidence</p> <p>2.0 Documentation and Communication</p> <p>2.1 Record information more regularly and in greater detail in a variety of forms, with adults' assistance, including pictures, words, charts, journals, models,</p> | <p>INVESTIGATION AND EXPERIMENTATION</p> <p>1.0 Observation and Investigation</p> <p>1.1 Collects data, shows curiosity by posing questions, and seeks answers to questions.</p> <p>1.2 Communicates observations and make predictions.</p> <p>1.3 Utilize the five senses to conduct investigations and experimentation.</p> <p>1.4 Understand and analyze common objects by their properties, physical attributes, and positions (e.g., color, shape, texture, size, weight).</p> <p>1.5 Communicate observations orally and through drawings.</p> <p>1.6 Uses tools for science discovery</p> <p>1.7 Compares characteristics of plants, humans, and animals</p> | <p>INVESTIGATION AND EXPERIMENTATION</p> <p>4. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:</p> <p>a. Observe common objects by using the five senses</p> <p>b. Describe the properties of common objects</p> <p>c. Describe the relative position of objects by using one reference (e.g., above or below).</p> <p>d. Compare and sort common objects by one physical attribute (e.g., color, shape, texture, size, weight)</p> <p>e. Communicate observations orally and through drawings</p> |

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| and photos or by tallying and graphing information 2.2 Share findings and explanations, which may be correct or incorrect, more spontaneously and with greater detail | | |
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Comparison Standards for Social Studies
Debbi Keeler © debbi@unlockkee.com

| Pre-K Guidelines | TK Guidelines | Kindergarten Standards |
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| <p>SENSE OF TIME (HISTORY)</p> <p>1.0 Understanding Past Events 1.1 Improve ability to relate past events to other past events and current experiences, although adult assistance continues to be important</p> <p>2.0 Anticipating and Planning Future Events 2.1 Distinguish when future events will happen, plan for them, and make choices that anticipate future needs, with adult guidance</p> <p>3.0 Personal History 3.1 Compare current abilities with skills at a younger age, and share more detailed autobiographical stories about recent experiences</p> <p>4.0 Historical Changes in People and the World 4.1 Develop interest in family history as well as events of “long ago”, but unclear about when these events occurred in relation to each other.</p> <p>SENSE OF PLACE (GEOGRAPHY AND ECOLOGY)</p> <p>1.0 Navigating Familiar Locations 1.1 Comprehend larger familiar locations, such as the characteristics of their community and region, the distances between familiar locations and compare their home community with those of others</p> <p>2.0 Caring for the Natural World 2.1 Interested in a wider range of</p> | <p>SENSE OF TIME (HISTORY)</p> <p>1.0 Understanding Past Events 1.1 Improve ability to relate past events to other past events and current experiences, although adult assistance continues to be important</p> <p>2.0 Anticipating and Planning Future Events 2.1 Distinguish when future events will happen, plan for them, and make choices that anticipate future needs, with adult guidance</p> <p>3.0 Personal History 3.1 Compare current abilities with skills at a younger age, and share more detailed autobiographical stories about recent experiences</p> <p>4.0 Historical Changes in People and the World 4.1 Develop interest in family history as well as events of “long ago”, but unclear about when these events occurred in relation to each other.</p> <p>SENSE OF PLACE (GEOGRAPHY AND ECOLOGY)</p> <p>1.0 Navigating Familiar Locations 1.1 Comprehend larger familiar locations, such as the characteristics of their community and region, the distances between familiar locations and compare their</p> | <p>LEARNING AND WORKING NOW AND LONG AGO</p> <p>K.1 Students understand that being a good citizen involves acting in certain ways:</p> <p>1. Follow rules, such as sharing and taking turns, and know the consequences of breaking them 2. Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore 3. Know beliefs and related behaviors of characters in stories from times past and understand the consequences of the characters’ actions</p> <p>K.2 Students recognize national and state symbols and icons such as the national and state flags, the bald eagle, and the Statue of Liberty.</p> <p>K.3 Students, match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.</p> <p>K.4 Students compare and contrast the locations of people, places, and environments and describe their characteristics.</p> <p>1. Determine the relative locations of objects using the terms near/far, left/right, and behind/in front 2. Distinguish between land and water on maps and globes and locate general areas referenced</p> |

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| <p>natural phenomena, including those outside of direct experience and are more concerned about caring for the natural world and the positive and negative impact of people on the natural world</p> <p>3.0 Understanding the Physical World Through Drawings and Media</p> <p>3.1 Create their own drawings, maps and models, are more skilled at using maps and map symbols, can locate objects on maps and use maps for basic problem-solving with adult guidance</p> <p>BECOMING A PRESCHOOL COMMUNITY MEMBER (CIVICS)</p> <p>1.0 Skills for Democratic Participation</p> <p>1.1 Involved as responsible participants in group activities, with growing understanding of the importance of considering others' opinions, group decision-making, and respecting majority judgments and minority views</p> <p>2.0 Responsible Conduct</p> <p>2.1 Responsible conduct is more reliable as children derive self-esteem from being responsible group members. May also manage others' behavior to ensure that others also fit in with group expectations</p> <p>3.0 Fairness and Respect for Other People</p> <p>3.1 Attentive to others' feelings, more likely to provide assistance, and try to coordinate their desires with those of other children in mutually satisfactory ways. Actively support rules that protect fairness to others</p> <p>4.0 Conflict Resolution</p> <p>4.1 More capable of negotiating, compromising, and finding cooperative means of resolving conflict with peers or adults, although verbal aggression may also result</p> <p>SELF AND SOCIETY</p> | <p>home community with those of others</p> <p>2.0 Caring for the Natural World</p> <p>2.1 Interested in a wider range of natural phenomena, including those outside of direct experience and are more concerned about caring for the natural world and the positive and negative impact of people on the natural world</p> <p>3.0 Understanding the Physical World Through Drawings and Media</p> <p>3.1 Create their own drawings, maps and models, are more skilled at using maps and map symbols, can locate objects on maps and use maps for basic problem-solving with adult guidance</p> <p>BECOMING A PRESCHOOL COMMUNITY MEMBER (CIVICS)</p> <p>1.0 Skills for Democratic Participation</p> <p>1.1 Involved as responsible participants in group activities, with growing understanding of the importance of considering others' opinions, group decision-making, and respecting majority judgments and minority views</p> <p>2.0 Responsible Conduct</p> <p>2.1 Responsible conduct is more reliable as children derive self-esteem from being responsible group members. May also manage others' behavior to ensure that others also fit in with group expectations</p> <p>3.0 Fairness and Respect for Other People</p> <p>3.1 Attentive to others' feelings, more likely to provide assistance, and try to coordinate their desires with those of other children in mutually satisfactory ways. Actively support rules that protect fairness to others</p> <p>4.0 Conflict Resolution</p> <p>4.1 More capable of negotiating, compromising, and finding</p> | <p>in historical legends and stories.</p> <p>3. Identify traffic symbols and map symbols (e.g., those for land, water, roads, cities).</p> <p>4. Construct maps and models of neighborhoods, incorporating such structures as police and fire stations, airports, banks, hospitals, supermarkets, harbors, schools, homes, places of worship, and transportation lines</p> <p>5. Demonstrate familiarity with the school's layout, environs, and the jobs people do there</p> <p>K.5 Students put events in temporal order using a calendar, placing days, weeks, and months in proper order.</p> <p>K.6 Students understand that history relates to events, people, and places of other times.</p> <p>1. Identify the purposes of, and the people and events honored in, commemorative holidays, including the human struggles that were the basis for the events (e.g., Thanksgiving, Independence Day, Washington's and Lincoln's Birthdays, Martin Luther King Jr. Day, Memorial Day, Labor Day, Columbus Day, Veterans Day)</p> <p>2. Know the triumphs in American legends and historical accounts through the stories of such people as Pocahontas, George Washington, Booker T. Washington, Daniel Boone, and Benjamin Franklin</p> <p>3. Understand how people lived in earlier times and how their lives would be different today (e.g., getting water from a well, growing food, making clothing, having fun, forming organizations, living by rules laws)</p> |
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| <p>1.0 Culture and Diversity 1.1 Stronger cultural, ethnic, and racial identity, and greater familiarity with relevant language, traditions, and other practices. More interested in human diversity, but strongly favor characteristics of their own group</p> <p>2.0 Relationships 2.1 Understand the mutual responsibilities of relationships; take initiative in developing relationships that are mutual, cooperative, and exclusive</p> <p>3.0 Social Roles and Occupations 3.1 More sophisticated understanding of a broader variety of adult roles and occupations, but uncertain how work relates to income</p> <p>MARKETPLACE (ECONOMICS)</p> <p>1.0 Exchange 1.0 Understand more complex economic concepts</p> <p>OUR WORLD AND COMMUNITY</p> <p>1.0 Our Actions 1.1 Follow rules, such as sharing and taking turns, and know the consequences of breaking them 1.2 Develop Godly character traits that demonstrate love, kindness, honesty and respect 1.3 Learn the fruits of the spirit, love, joy, peace, patience, kindness, gentleness, faithfulness, goodness, and self-control 1.4 Know beliefs and related behaviors of Bible characters that demonstrate Godly actions and follow their example 1.5 Show respect for America</p> <p>2.0 Our Community 2.1 Match simple descriptions of work that people do and the names of related jobs. 2.2 Determine the relative locations of objects using the terms near/far, left/right, and behind/in front 2.3 Distinguish between land and water on maps and globes</p> | <p>cooperative means of resolving conflict with peers or adults, although verbal aggression may also result</p> <p>SELF AND SOCIETY</p> <p>1.0 Culture and Diversity 1.1 Stronger cultural, ethnic, and racial identity, and greater familiarity with relevant language, traditions, and other practices. More interested in human diversity, but strongly favor characteristics of their own group</p> <p>2.0 Relationships 2.1 Understand the mutual responsibilities of relationships; take initiative in developing relationships that are mutual, cooperative, and exclusive</p> <p>3.0 Social Roles and Occupations 3.1 More sophisticated understanding of a broader variety of adult roles and occupations, but uncertain how work relates to income</p> <p>MARKETPLACE (ECONOMICS)</p> <p>1.0 Exchange 1.1 Understand more complex economic concepts</p> <p>OUR WORLD AND COMMUNITY</p> <p>1.0 Our Actions 1.1 Follow rules, such as sharing and taking turns, and know the consequences of breaking them 1.2 Develop character traits that demonstrate love, kindness, honesty and respect 1.3 Show respect for America</p> <p>2.0 Our Community 2.1 Match simple descriptions of work that people do and the names of related jobs. 2.2 Determine the relative locations of objects using the terms near/far, left/right, and behind/in front</p> | |
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| <p>2.4 Identify traffic symbols and map symbols (e.g., those for land, water, roads, cities).</p> <p>2.5 Incorporate structures as police and fire stations, airports, banks, hospitals, supermarkets, harbors, schools, homes, places of worship, and transportation lines in play experiences</p> <p>2.6 Demonstrate familiarity with the school's layout, environs, and the jobs people do there.</p> <p>2.7 Put events in temporal order using a calendar, placing days, weeks, and months in proper order</p> <p>2.8 Celebrate events (e.g., Thanksgiving, Independence Day, Washington's and Lincoln's Birthdays, Martin Luther King Jr. Day, Memorial Day, Labor Day, Columbus Day, Veterans Day)</p> <p>2.9 Understand how people lived in earlier times and how their lives would be different today (e.g., getting water from a well, growing food, making clothing, having fun)</p> | <p>2.3 Distinguish between land and water on maps and globes</p> <p>2.4 Identify traffic symbols and map symbols (e.g., those for land, water, roads, cities)</p> <p>2.5 Incorporate structures as police and fire stations, airports, banks, hospitals, supermarkets, harbors, schools, homes, places of worship, and transportation lines in play experiences</p> <p>2.6 Demonstrate familiarity with the school's layout, environs, and the jobs people do there.</p> <p>2.7 Put events in temporal order using a calendar, placing days, weeks, and months in proper order</p> <p>2.8 Celebrate events (e.g., Thanksgiving, Independence Day, Washington's and Lincoln's Birthdays, Martin Luther King Jr. Day, Memorial Day, Labor Day, Columbus Day, Veterans Day)</p> <p>2.9 Understand how people lived in earlier times and how their lives would be different today (e.g., getting water from a well, growing food, making clothing, having fun)</p> | |
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