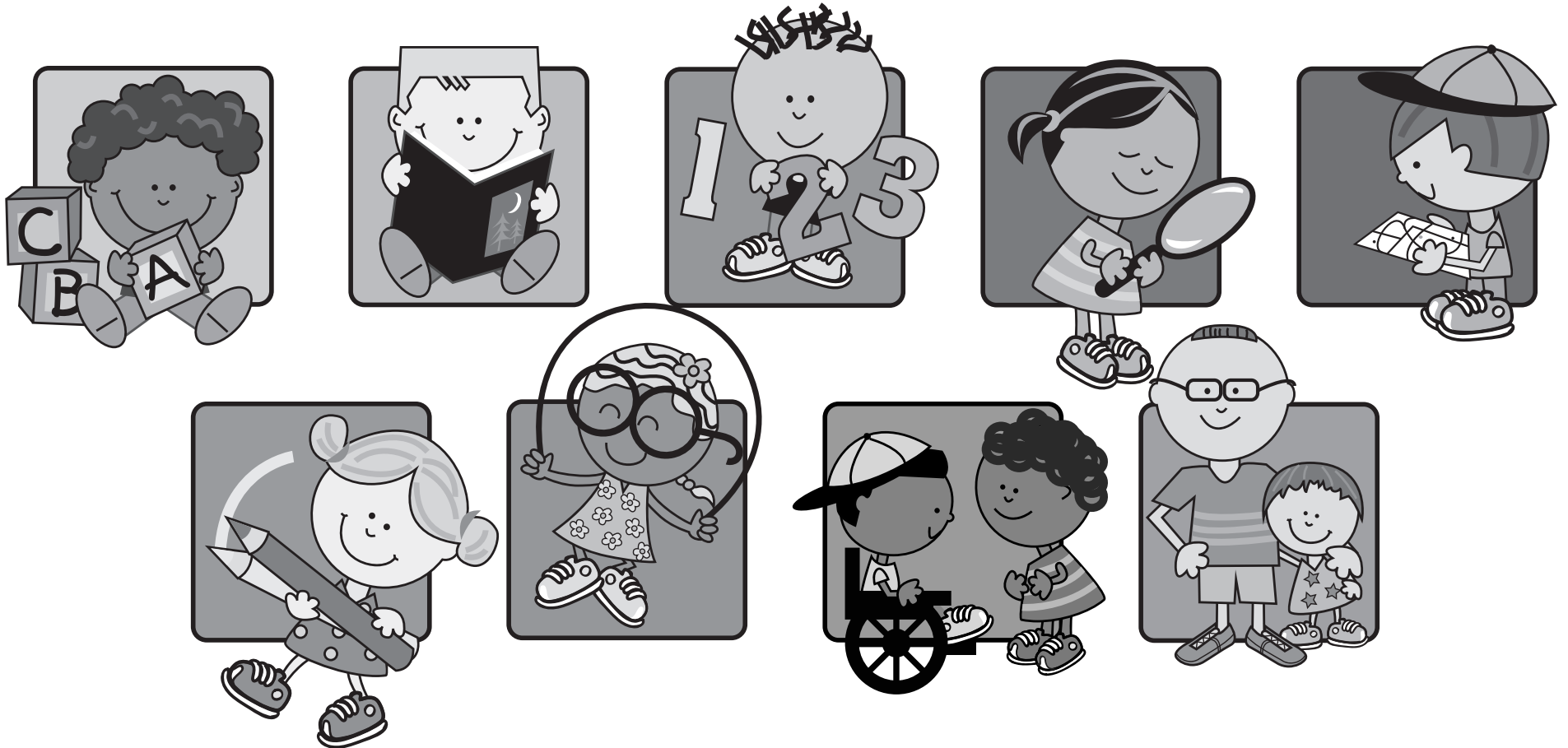


# CONTINUUM

Infant • Young Toddler • Older Toddler • Pre-Kindergarten  
Kindergarten • Grade 1 • Grade 2



**2014/2016 Pennsylvania Learning Standards for Early Childhood**  
**Office of Child Development and Early Learning**

Pennsylvania Department of Education and Department of Human Services

# APPROACHES TO LEARNING THROUGH PLAY

## STANDARD AREA AL.1 Constructing and Gathering Knowledge

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2
<b>A. Curiosity and Initiative</b>	<b>AL.1 I.A</b> Use the senses as a primary means to explore and learn from the environment.	<b>AL.1 YT.A</b> Show interest in various environmental stimuli.	<b>AL.1 OT.A</b> Explore characteristics of and ask questions about objects, people, activities, and environments.	<b>AL.1 PK.A</b> Explore and ask questions to seek meaningful information about a growing range of topics, ideas, and tasks.	<b>AL.1 K.A</b> Explore and ask questions to seek meaningful information about a growing range of topics, ideas, and tasks.	<b>AL.1 1.A</b> Explore and ask questions to seek meaningful information about a growing range of topics, ideas, and tasks.	<b>AL.1 2.A</b> Explore and ask questions to seek meaningful information about a growing range of topics, ideas, and tasks.
<b>B. Risk-Taking</b>	<b>AL.1 I.B</b> Explore in the comfort of a familiar surrounding or adult.	<b>AL.1 YT.B</b> Explore the environment in close proximity to and in the constant sight of familiar adult.	<b>AL.1 OT.B</b> Explore the environment independently seeking occasional approval from adults.	<b>AL.1 PK.B</b> Demonstrate a willingness to participate in new and challenging experiences.	<b>AL.1 K.B</b> Demonstrate a willingness to participate in an increasing variety of diverse experiences.	<b>AL.1 1.B</b> Participate in a variety of challenging experiences.	<b>AL.1 2.B</b> Participate in a variety of challenging experiences.
<b>C. Stages of Play</b>	<b>AL.1 I.C</b> Engage in parallel play.	<b>AL.1 YT.C</b> Engage in associative play.	<b>AL.1 OT.C</b> Engage with others in simple cooperative play.	<b>AL.1 PK.C</b> Engage in complex play sequences with two or more children.	<b>AL.1 K.C</b> Engage in elaborate, interactive play sequences that include acting out roles and negotiating play themes.	<b>AL.1 1.C</b> Engage in cooperative, purposeful, and interactive play experiences that enhance learning.	<b>AL.1 2.C</b> Engage in cooperative, purposeful, and interactive play experiences that enhance learning.

## STANDARD AREA AL.2 Organizing and Understanding Information

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2
<b>A. Engagement and Attention</b>	<b>AL.2 I.A</b> Interact with others, objects, or activities for short periods of time.	<b>AL.2 YT.A</b> Engage with others, focus attention, and participate in activities for longer periods of time.	<b>AL.2 OT.A</b> Focus attention and participate in task-oriented activities.	<b>AL.2 PK.A</b> Work toward completing a task, even if challenging, and despite interruptions.	<b>AL.2 K.A</b> Complete a task, despite interruptions or classroom disruptions.	<b>AL.2 1.A</b> Complete a task, despite interruptions or classroom disruptions.	<b>AL.2 2.A</b> Complete a task, despite interruptions or classroom disruptions.
<b>B. Task Analysis</b>	<b>AL.2 I.B</b> Anticipate next step of a familiar routine or activity.	<b>AL.2 YT.B</b> Know the sequence of familiar routines.	<b>AL.2 OT.B</b> Identify and complete the sequence of familiar routines and tasks.	<b>AL.2 PK.B</b> Independently break simple tasks into steps and complete them one at a time.	<b>AL.2 K.B</b> Complete multi-step tasks with independence.	<b>AL.2 1.B</b> Complete multi-step tasks with independence.	<b>AL.2 2.B</b> Complete multi-step tasks with independence.

<b>C. Persistence</b>	<b>AL.2 I.C</b> Engage with an object in more than one way.	<b>AL.2 Y.T.C</b> Attempt to accomplish challenging tasks.	<b>AL.2 O.T.C</b> Attempt to accomplish challenging tasks by employing familiar strategies.	<b>AL.2 P.K.C</b> Attempt to accomplish challenging tasks by employing familiar and new strategies as needed.	<b>AL.2 K.C</b> Accomplish challenging tasks by employing familiar and new strategies as needed.	<b>AL.2 1.C</b> Accomplish challenging tasks by employing familiar and new strategies as needed.	<b>AL.2 2.C</b> Accomplish challenging tasks independently.
<b>D. Patterning</b>	<i>EMERGING</i>	<b>AL.2 Y.T.D</b> Recognize simple patterns in the environment.	<b>AL.2 O.T.D</b> Recognize and create simple patterns.	<b>AL.2 P.K.D</b> Recognize and extend simple patterns.	<b>AL.2 K.D</b> Recognize and create simple patterns.	<b>AL.2 1.D</b> Recognize and create increasingly complex patterns.	<b>AL.2 2.D</b> Recognize and create increasingly complex patterns.
<b>E. Memory</b>	<b>AL.2 I.E</b> Recognize and respond to familiar adults and routines.	<b>AL.2 Y.T.E</b> Recall information from previous experiences.	<b>AL.2 O.T.E</b> Retain and recall information from previous experiences.	<b>AL.2 P.K.E</b> Retain and recall information presented over a short period of time.	<b>AL.2 K.E</b> Retain and recall information presented over a short period of time.	<b>AL.2 1.E</b> Employ familiar strategies to recall information for a purpose.	<b>AL.2 2.E</b> Employ new and familiar strategies to recall information for a purpose.

## STANDARD AREA AL.3 Applying Knowledge

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2
<b>A. Creativity</b>	<b>AL.3 I.A/B</b> Respond to music, art, and stories.	<b>AL.3 Y.T.A/B</b> Express self through simple actions, gestures, and words.	<b>AL.3 O.T.A/B</b> Construct music, art, and stories as a means of self-expression.	<b>AL.3 P.K.A</b> Use music, art, and/or stories to express ideas, thoughts, and feelings.	<b>AL.3 K.A</b> Use music, art, and/or stories to express ideas, thoughts, and feelings.	<b>AL.3 1.A</b> Use and connect materials/strategies in uncommon ways to create something new or to solve problems.	<b>AL.3 2.A</b> Use and connect materials/strategies in uncommon ways to create something new or to solve problems.
<b>B. Invention</b>				<b>AL.3 P.K.B</b> Produce and explain the purpose for a new creation.	<b>AL.3 K.B</b> Create an object to serve a functional purpose.	<b>AL.3 1.B</b> Create an object to serve a functional purpose.	<b>AL.3 2.B</b> Create an object to serve a functional purpose.
<b>C. Representation</b>	<b>AL.3 I.C</b> Use a variety of materials to create.	<b>AL.3 Y.T.C</b> Use a variety of materials to represent familiar objects.	<b>AL.3 O.T.C</b> Experiment with materials to represent objects.	<b>AL.3 P.K.C</b> Use materials and objects to represent new concepts.	<b>AL.3 K.C</b> Use materials and objects to represent new concepts.	<b>AL.3 1.C</b> Use materials and objects to represent new concepts.	<b>AL.3 2.C</b> Use materials and objects to represent new concepts.

## STANDARD AREA AL.4 Learning through Experience

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2
<b>A. Making Connections</b>	<b>AL.4 I.A</b> Demonstrate comfort in routines, objects, and materials that reflect home experiences.	<b>AL.4 YT.A</b> Relay experience from one setting to another.	<b>AL.4 OT.A</b> Notice similarities and differences between settings.	<b>AL.4 PK.A</b> Relate knowledge learned from one experience to a similar experience in a new setting.	<b>AL.4 K.A</b> Relate knowledge learned from one experience to a similar experience in a new setting.	<b>AL.4 1.A</b> Relate knowledge learned from one experience to another.	<b>AL.4 2.A</b> Relate knowledge learned from one experience to another.
<b>B. Resiliency</b>	<b>AL.4 I.B</b> Use comfort of familiar experiences to explore new activities and experiences.	<b>AL.4 YT.B</b> Repeat familiar activity to gain comfort and confidence.	<b>AL.4 OT.B</b> Approach new experiences with confidence.	<b>AL.4 PK.B</b> Recognize that everyone makes mistakes and that using positive coping skills can result in learning from the experience.	<b>AL.4 K.B</b> Recognize that everyone makes mistakes and that using positive coping skills can result in learning from the experience.	<b>AL.4 1.B</b> Recognize that everyone makes mistakes and that using positive coping skills can result in learning from the experience.	<b>AL.4 2.B</b> Recognize that everyone makes mistakes and that using positive coping skills can result in learning from the experience.
<b>C. Problem-Solving</b>	<b>AL.4 I.C</b> Play with a variety of objects to determine similar and different outcomes.	<b>AL.4 YT.C</b> Solve simple problems independently.	<b>AL.4 OT.C</b> Attempt problem-solving activities to achieve a positive outcome.	<b>AL.4 PK.C</b> Attempt problem-solving activities to achieve a positive outcome.	<b>AL.4 K.C</b> Employ problem-solving strategies to achieve a positive outcome.	<b>AL.4 1.C</b> Use problem-solving strategies to achieve a positive outcome.	<b>AL.4 2.C</b> Use problem-solving strategies to achieve a positive outcome.

# LANGUAGE AND LITERACY DEVELOPMENT

## STANDARD AREA 1.1 Foundational Skills

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2
<b>A. Book Handling</b>	<b>1.1 I.A</b> Explore books in a variety of ways.	<b>1.1 YT.A</b> Demonstrate beginning book-handling skills.	<b>1.1 OT.A</b> Demonstrate beginning book-handling skills.	<b>1.1 PK.A</b> Practice appropriate book-handling skills.	<b>1.1 K.A</b> Use book-handling skills.		
<b>B. Print Concepts</b>	<b>1.1 I.B</b> Demonstrate interest in books that have color, pattern, and contrast.	<b>1.1 YT.B</b> Demonstrate interest in pictures and text.	<b>1.1 OT.B</b> Recognize that print has meaning.	<b>1.1 PK.B</b> Identify basic features of print.	<b>1.1 K.B.</b> Demonstrate understanding of the organization and basic features of print.	<b>1.1 1.B.</b> Demonstrate understanding of the organization and basic features of print.	
<b>C. Phonological Awareness</b>	<b>1.1 I.C</b> Respond to sounds in the environment.	<b>1.1 YT.C</b> Identify and imitate familiar sounds in the environment.	<b>1.1 OT.C</b> Categorize familiar sounds.	<b>1.1 PK.C</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	<b>1.1 K.C</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	<b>1.1 1.C</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
<b>D. Phonics and Word Recognition</b>	<i>EMERGING</i>	<i>EMERGING</i>	<b>1.1 OT.D</b> Recognize familiar environmental print.	<b>1.1 PK.D</b> Develop beginning phonics and word skills.	<b>1.1 K.D</b> Know and apply grade-level phonics and word analysis skills in decoding words.	<b>1.1 1.D</b> Know and apply grade-level phonics and word analysis skills in decoding words.	<b>1.1 2.D</b> Know and apply grade-level phonics and word analysis skills in decoding words.
<b>E. Fluency</b>				<i>EMERGING TO ...</i> Read emergent-reader text with purpose and understanding.	<b>1.1 K.E</b> Read emergent-reader text with purpose and understanding.	<b>1.1 1.E</b> Read with accuracy and fluency to support comprehension.	<b>1.1 2.E</b> Read with accuracy and fluency to support comprehension.

## STANDARD AREA 1.2 Reading Informational Text

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2
<b>A. Key Ideas and Details – Main Idea</b>				<b>1.2 PK.A</b> With prompting and support, retell key details of text that support a provided main idea.	<b>1.2 K.A</b> With prompting and support, identify the main idea and retell key details of a text.	<b>1.2 1.A</b> Identify the main idea and retell key details of a text.	<b>1.2 2.A</b> Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs.
<b>B. Key Ideas and Details – Text Analysis</b>	<b>1.2 I.B</b> Attend to a picture in a text when reading with an adult.	<b>1.2 YT.B</b> Respond to simple questions about a text.	<b>1.2 OT.B</b> Answer simple questions about a text.	<b>1.2 PK.B</b> Answer questions about a text.	<b>1.2 K.B</b> With prompting and support, answer questions about key details in a text.	<b>1.2 1.B</b> Ask and answer questions about key details in a text.	<b>1.2 2.B</b> Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
<b>C. Key Ideas and Details</b>	<i>EMERGING</i>	<b>1.2 YT.C</b> Relate familiar objects in a text to personal experience.	<b>1.2 OT.C</b> Relate text to personal experiences when asked.	<b>1.2 PK.C</b> With prompting and support, make connections between information in a text and personal experience.	<b>1.2 K.C</b> With prompting and support, make a connection between two individuals, events, ideas, or pieces of information in a text.	<b>1.2 1.C</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text.	<b>1.2 2.C</b> Describe the connection between a series of events, concepts, or steps in a procedure within a text.
<b>E. Craft and Structure – Text Structure</b>	<i>EMERGING</i>	<b>1.2 YT.E</b> Identify a favorite book by its cover.	<b>1.2 OT.E</b> Identify a text by the front cover.	<b>1.2 PK.E</b> Identify the front cover, back cover, and title page of a book.	<b>1.2 K.E</b> Identify parts of a book (title, author) and parts of a text (beginning, end, details).	<b>1.2 1.E</b> Use various text features and search tools to locate key facts or information in a text.	<b>1.2 2.E</b> Use various text features and search tools to efficiently locate key facts or information in a text.
<b>F. Craft and Structure – Vocabulary</b>				<b>1.2 PK.F</b> With prompting and support, answer questions about unfamiliar words read aloud from a text.	<b>1.2 K.F</b> With prompting and support, ask and answer questions about unknown words in a text.	<b>1.2 1.F</b> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	<b>1.2 2.F</b> Determine the meaning of words and phrases as they are used in grade-level text including multiple-meaning words.
<b>G. Integration of Knowledge and Ideas – Diverse Media</b>	<i>EMERGING</i>	<i>EMERGING</i>	<b>1.2 OT.G</b> Notice details in illustration or picture.	<b>1.2 PK.G</b> With prompting and support, answer questions to connect illustrations to the written word.	<b>1.2 K.G</b> Answer questions to describe the relationship between illustrations and the text in which they appear.	<b>1.2 1.G</b> Use the illustrations and details in a text to describe its key ideas.	<b>1.2 2.G</b> Explain how graphic representations contribute to and clarify a text.



# STANDARD AREA 1.3 Reading Literature

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2
<b>A. Key Ideas and Details – Theme</b>	<i>EMERGING</i>	<i>EMERGING</i>	<b>1.3 OT.A</b> Recall an event from a story.	<b>1.3 PK.A</b> With prompting and support, retell a familiar story in a sequence with picture support.	<b>1.3 K.A</b> With prompting and support, retell familiar stories including key details.	<b>1.3 1.A</b> Retell stories, including key details, and demonstrate understanding of their central message or lesson.	<b>1.3 2.A</b> Recount stories and determine their central message, lesson, or moral.
<b>B. Key Ideas and Details – Text Analysis</b>	<b>1.3 I.B</b> Attend to a picture in a story when reading with an adult.	<b>1.3 YT.B</b> Respond to simple questions about a story.	<b>1.3 OT.B</b> Answer simple questions about a story.	<b>1.3 PK.B</b> Answer questions about a particular story (who, what, how, when, and where).	<b>1.3 K.B</b> Answer questions about key details in a text.	<b>1.3 1.B</b> Ask and answer questions about key details in a text.	<b>1.3 2.B</b> Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
<b>C. Key Ideas and Details – Literary Elements</b>	<i>EMERGING</i>	<i>EMERGING</i>	<b>1.3 OT.C</b> Recognize pictures of familiar characters in a book.	<b>1.3 PK.C</b> With prompting and support, answer questions to identify characters, settings, and major events in a story.	<b>1.3 K.C</b> With prompting and support, identify characters, settings, and major events in a story.	<b>1.3 1.C</b> Describe characters, settings, and major events in a story, using key details.	<b>1.3 2.C</b> Describe how characters in a story respond to major events and challenges.
<b>D. Craft and Structure – Point of View</b>				<b>1.3 PK.D</b> With prompting and support, name the author and illustrator of a story.	<b>1.3 K.D</b> Name the author and illustrator of a story and define the role of each in telling the story.	<b>1.3 1.D</b> Identify who is telling the story at various points in a text.	<b>1.3 2.D</b> Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.
<b>E. Craft and Structure – Text Structure</b>				<b>1.3 PK.E</b> With prompting and support, recognize common types of text.	<b>1.3 K.E</b> Recognize common types of text.	<b>1.3 1.E</b> Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types.	<b>1.3 2.E</b> Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
<b>F. Craft and Structure – Vocabulary</b>				<b>1.3 PK.F</b> Answer questions about unfamiliar words read aloud from a story.	<b>1.3 K.F</b> Ask and answer questions about unknown words in a text.	<b>1.3 1.F</b> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	<b>1.3 2.F</b> Describe how words and phrases supply rhythm and meaning in a story, poem, or song.



<b>G.</b> Integration of Knowledge and Ideas – Sources of Information	<i>EMERGING</i>	<i>EMERGING</i>	<b>1.3 OT.G</b> Notice details in illustration or picture.	<b>1.3 PK.G</b> Describe pictures in books using detail.	<b>1.3 K.G</b> Make connections between the illustrations and the text in a story (read or read aloud).	<b>1.3 1.G</b> Use illustrations and details in a story to describe characters, settings, or events.	<b>1.3 2.G</b> Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.
<b>H.</b> Integration of Knowledge and Ideas – Text Analysis	<i>EMERGING</i>			<b>1.1 PK.H</b> Answer questions to compare and contrast the adventures and experiences of characters in familiar stories.	<b>1.3 K.H</b> Compare and contrast the adventures and experiences of characters in familiar stories.	<b>1.3 1.H</b> Compare and contrast the adventures and experiences of characters in stories.	<b>1.3 2.H</b> Compare and contrast two or more versions of the same story by different authors or from different cultures.
<b>I.</b> Vocabulary Acquisition and Use – Strategies	<i>EMERGING</i>			<b>1.3 PK.I</b> With prompting and support, clarify unknown words or phrases read aloud.	<b>1.3 K.I</b> Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level reading and content.	<b>1.3 1.I</b> Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level reading and content.	<b>1.3 2.I</b> Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level reading and content, choosing from a range of strategies and tools.
<b>J.</b> Vocabulary Acquisition and Use	<b>1.3 1.J</b> Use single words to identify family members and familiar objects.	<b>1.3 YT.J</b> Use new vocabulary in everyday speech.	<b>1.3 OT.J</b> Use expanded vocabulary in everyday speech.	<b>1.3 PK.J</b> Use new vocabulary and phrases acquired in conversations and being read to.	<b>1.3 K.J</b> Use words and phrases acquired through conversations, reading, and being read to, and respond to texts.	<b>1.3 1.J</b> Use words and phrases acquired through conversations, reading, and being read to, including words that signal connections and relationships between the words and phrases.	<b>1.3 2.J</b> Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
<b>K.</b> Range of Reading	<b>1.3 1.K</b> Engage in reading activities.	<b>1.3 YT.K</b> Actively engage in reading activities for short periods of time.	<b>1.3 OT.K</b> Actively engage in small group reading activities.	<b>1.3 PK.K</b> With prompting and support, actively engage in group reading activities with purpose and understanding.	<b>1.3 K.K</b> Actively engage in group reading activities with purpose and understanding.	<b>1.3 1.K</b> Read and comprehend literature on grade level, reading independently and proficiently.	<b>1.3 2.K</b> Read and comprehend literature on grade level, reading independently and proficiently.

# STANDARD AREA 1.4 Writing

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2		
<b>A. Informative/ Explanatory</b>				<b>1.4 PK.A</b> Draw/dictate to compose informative/explanatory texts examining a topic.	<b>1.4 K.A</b> Use a combination of drawing, dictating, and writing to compose informative/explanatory texts.	<b>1.4 1.A</b> Write informative/ explanatory texts to examine a topic and convey ideas and information.	<b>1.4 2.A</b> Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.		
<b>B. Informative/ Explanatory – Focus</b>				<b>1.4 PK.B</b> With prompting and support, draw/dictate about one specific topic.	<b>1.4 K.B</b> Use a combination of drawing, dictating, and writing to focus on one specific topic.	<b>1.4 1.B</b> Identify and write about one specific topic.	<b>1.4 2.B</b> Identify and introduce the topic.		
<b>C. Informative/ Explanatory – Content</b>				<b>1.4 PK.C</b> With prompting and support, generate ideas to convey information.	<b>1.4 K.C</b> With prompting and support, generate ideas and details to convey information that relates to the chosen topic.	<b>1.4 1.C</b> Develop the topic with two or more facts.	<b>1.4 2.C</b> Develop the topic with facts and/or definitions.		
<b>D. Informative/ Explanatory – Organization</b>				<b>1.4 PK.D</b> With prompting and support, make logical connections between drawing and dictation.	<b>1.4 K.D</b> Make logical connections between drawing and dictation/writing.	<b>1.4 1.D</b> Group information and provide some sense of closure.	<b>1.4 2.D</b> Group information and provide a concluding statement or section.		
<b>E. Informative/ Explanatory – Style</b>							<b>1.4 K.E</b> With prompting and support, illustrate using details and dictate/write using descriptive words.	<b>1.4 1.E</b> Choose words and phrases for effect.	<b>1.4 2.E</b> Choose words and phrases for effect.
<b>F. Informative/ Explanatory – Conventions of Language</b>							<b>EMERGING TO ...</b> Spell simple words phonetically.	<b>1.4 K.F</b> Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	<b>1.4 1.F</b> Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

<b>G. Opinion/ Argumen- tative</b>				<b>1.4 K.G</b> Use a combination of drawing, dictating, and writing to compose opinion pieces on familiar topics.	<b>1.4 1.G</b> Write opinion pieces on familiar topics.	<b>1.4 2.G</b> Write opinion pieces on familiar topics or texts.		
<b>H. Opinion/ Argumen- tative – Focus</b>				<b>1.4 K.H</b> Form an opinion by choosing between two given topics.	<b>1.4 1.H</b> Form an opinion by choosing among given topics.	<b>1.4 2.H</b> Identify the topic and state an opinion.		
<b>I. Opinion/ Argumen- tative – Content</b>				<b>1.4 K.I</b> Support the opinion with reasons.	<b>1.4 1.I</b> Support the opinion with reasons related to the opinion.	<b>1.4 2.I</b> Support the opinion with reasons that include details connected to the opinion.		
<b>J. Opinion/ Argumen- tative – Orientation</b>				<b>1.4 K.J</b> Make logical connections between drawing and writing.	<b>1.4 1.J</b> Create an organizational structure that includes reasons and provides some sense of closure.	<b>1.4 2.J</b> Create an organizational structure that includes reasons and a concluding statement.		
<b>K. Opinion/ Argumen- tative – Style</b>							<b>1.4 1.K</b> Use a variety of words and phrases.	<b>1.4 2.K</b> Use a variety of words and phrases to appeal to the audience.
<b>L. Opinion/ Argumen- tative – Conventions of Language</b>							<b>1.4 K.L</b> Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	<b>1.4 1.L</b> Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
<b>M. Narrative</b>	<i>EMERGING</i>	<i>EMERGING</i>	<b>1.4 OT.M</b> Tell a story about a picture.	<b>1.4 PK.M</b> Dictate narratives to describe real or imagined experiences or events.	<b>1.4 K.M</b> Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events.	<b>1.4 1.M</b> Write narratives to develop real or imagined experiences or events.	<b>1.4 2.M</b> Write narratives to develop real or imagined experiences or events.	

<p><b>N.</b> Narrative – Focus</p>				<p><b>1.4 PK.N</b> Establish “who” and “what” the narrative will be about.</p>	<p><b>1.4 K.N</b> Establish who and what the narrative will be about.</p>	<p><b>1.4 1.N</b> Establish who and what the narrative will be about.</p>	<p><b>1.4 2.N</b> Establish a situation and introduce a narrator and/or characters.</p>
<p><b>O.</b> Narrative – Content</p>				<p><b>1.4 PK.O</b> With prompting and support, describe experiences and events.</p>	<p><b>1.4 K.O</b> Describe experiences and events.</p>	<p><b>1.4 1.O</b> Include thoughts and feelings to describe experiences and events.</p>	<p><b>1.4 2.O</b> Include thoughts and feelings to describe experiences and events to show the responses of characters to situations.</p>
<p><b>P.</b> Narrative – Organization</p>				<p><b>1.4 PK.P</b> Recount a single event and tell about the events in the order in which they occurred.</p>	<p><b>1.4 K.P</b> Recount a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>	<p><b>1.4 1.P</b> Recount two or more appropriately sequenced events, using temporal words to signal event order and provide some sense of closure.</p>	<p><b>1.4 2.P</b> Organize a short sequence of events, using temporal words to signal event order and provide some sense of closure.</p>
<p><b>Q.</b> Narrative – Style</p>				<p><b>1.4 1.Q</b> Use a variety of words and phrases.</p>		<p><b>1.4 2.Q</b> Choose words and phrases for effect.</p>	
<p><b>R.</b> Narrative – Conventions of Language</p>	<p><b>1.4 I.R</b> Make marks with writing and drawing tools.</p>	<p><b>1.4 Y.T.R</b> Scribble with writing and drawing tools.</p>	<p><b>1.4 O.T.R</b> Intentionally make marks with writing and drawing tools.</p>	<p><b>EMERGING TO ...</b> Spell simple words phonetically.</p>	<p><b>1.4 K.R</b> Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>	<p><b>1.4 1.R</b> Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>	<p><b>1.4 2.R</b> Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>
<p><b>T.</b> Production and Distribution of Writing – Writing Process</p>				<p><b>1.4 PK.T</b> With guidance and support from adults and peers, respond to questions and suggestions, and add details as needed.</p>	<p><b>1.4 K.T</b> With guidance and support from adults and peers, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p>	<p><b>1.4 1.T</b> With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p>	<p><b>1.4 2.T</b> With guidance and support from adults and peers, focus on a topic, and strengthen writing as needed by revising and editing.</p>

<b>U. Technology and Publication</b>					<b>1.4 K.U</b> With guidance and support, explore a variety of digital tools to produce and publish writing in collaboration with peers.	<b>1.4 1.U</b> With guidance and support, use a variety of digital tools to produce and publish writing, including collaboration with peers.	<b>1.4 2.U</b> With guidance and support, use a variety of digital tools to produce and publish writing, including collaboration with peers.
<b>V. Conducting Research</b>	<i>EMERGING</i>	<i>EMERGING</i>	<b>1.4 OT.V</b> Ask questions about topics of personal interest to gain information.	<b>1.4 PK.V</b> Ask questions about topics of personal interest to gain information; with teacher guidance and support, locate information on the chosen topic.	<b>1.4 K.V</b> Participate in individual or shared research projects on a topic of interest.	<b>1.4 1.V</b> Participate in individual or shared research and writing projects.	<b>1.4 2.V</b> Participate in individual or shared research and writing projects.
<b>W. Credibility, Reliability, and Validity of Sources</b>				<b>1.4 PK.W</b> With guidance and support, recall information from experiences or books.	<b>1.4 K.W</b> With guidance and support, recall information from experiences or gather information from provided sources to answer a question.	<b>1.4 1.W</b> With guidance and support, recall information from experiences or gather information from provided sources to answer a question.	<b>1.4 2.W</b> Recall information from experiences or gather information from provided sources to answer a question.
<b>X. Range of Writing</b>				<i>EMERGING TO ...</i> Write routinely over short time frames.	<b>1.4 K.X</b> Write routinely over short time frames.	<b>1.4 1.X</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<b>1.4 2.X</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## STANDARD AREA 1.5 Speaking and Listening

	<b>INFANT</b>	<b>YOUNG TODDLER</b>	<b>OLDER TODDLER</b>	<b>PRE-KINDERGARTEN</b>	<b>KINDERGARTEN</b>	<b>GRADE 1</b>	<b>GRADE 2</b>
<b>A. Comprehension and Collaboration – Collaborative Discussion</b>	<b>1.5 1.A</b> Use sounds and gestures as a form of reciprocal communication.	<b>1.5 YT.A</b> Use sounds, gestures, and words as a form of reciprocal communication.	<b>1.5 OT.A</b> Engage in reciprocal conversations and interactions with peers and adults.	<b>1.5 PK.A</b> Participate in collaborative conversations with peers and adults in small and larger groups.	<b>1.5 K.A</b> Participate in collaborative conversations with peers and adults in small and larger groups.	<b>1.5 1.A</b> Participate in collaborative conversations with peers and adults in small and larger groups.	<b>1.5 2.A</b> Participate in collaborative conversations with peers and adults in small and larger groups.

<p><b>B. Comprehension and Collaboration – Critical Listening</b></p>				<p><b>1.5 PK.B</b> Answer questions about key details in a text read aloud or information presented orally or through other media.</p>	<p><b>1.5 K.B</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	<p><b>1.5 1.B</b> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>	<p><b>1.5 2.B</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>
<p><b>C. Comprehension and Collaboration – Evaluating Information</b></p>	<p><b>1.5 1.C</b> Respond in ways that indicate understanding of what is being communicated.</p>	<p><b>1.5 Y1.C</b> Respond to questions, comments, or directions.</p>	<p><b>1.5 OT.C</b> Respond to questions, comments, or directions.</p>	<p><b>1.5 PK.C</b> Respond to what a speaker says to follow directions, seek help, or gather information.</p>	<p><b>1.5 K.C</b> Ask and answer questions to seek help, get information, or clarify something that is not understood.</p>	<p><b>1.5 1.C</b> Ask and answer questions about what a speaker says to gather additional information or clarify something that is not understood.</p>	<p><b>1.5 2.C</b> Ask and answer questions about what a speaker says to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>
<p><b>D. Presentation of Knowledge and Ideas – Purpose, Audience, and Task</b></p>	<p><b>1.5 1.D/E</b> Babble and begin to use single words and/or signs.</p>	<p><b>1.5 Y1.D/E</b> Use 1-2 words and/or signs to communicate.</p>	<p><b>1.5 OT.D/E</b> Use simple sentences; communicating clearly enough to be understood by familiar adults.</p>	<p><b>1.5 PK.D</b> Use simple sentences; share stories, familiar experiences, and interests, speaking clearly enough to be understood by most audiences.</p>	<p><b>1.5 K.D</b> Share stories, familiar experiences, and interests, speaking clearly enough to be understood by all audiences using appropriate volume.</p>	<p><b>1.5 1.D</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<p><b>1.5 2.D</b> Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>
<p><b>E. Presentation of Knowledge and Ideas – Context</b></p>				<p><b>1.5 PK.E</b> Use simple sentences; express thoughts, feelings, and ideas, speaking clearly enough to be understood by most audiences.</p>	<p><b>1.5 K.E</b> Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p><b>1.5 1.E</b> Produce complete sentences when appropriate to task and situation.</p>	<p><b>1.5 2.E</b> Produce complete sentences when appropriate to task and situation to provide requested detail or clarification.</p>
<p><b>F. Presentation of Knowledge and Ideas – Multimedia</b></p>						<p><b>1.5 1.F</b> Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings.</p>	<p><b>1.5 2.F</b> Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings.</p>
<p><b>G. Conventions of Standard English</b></p>	<p><i>EMERGING</i></p>	<p><i>EMERGING</i></p>	<p><b>1.5 OT.G</b> Demonstrate command of the conventions of standard English when speaking, based on Older Toddler development.</p>	<p><b>1.5 PK.G</b> Demonstrate command of the conventions of standard English when speaking, based on Pre-Kindergarten level and content.</p>	<p><b>1.5 K.G</b> Demonstrate command of the conventions of standard English when speaking, based on Kindergarten level and content.</p>	<p><b>1.5 1.G</b> Demonstrate command of the conventions of standard English when speaking, based on Grade 1 level and content.</p>	<p><b>1.5 2.G</b> Demonstrate command of the conventions of standard English when speaking, based on Grade 2 level and content.</p>



# MATHEMATICAL THINKING AND EXPRESSION

## STANDARD AREA 2.1 Numbers and Operations

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2
<b>A.1 Counting and Cardinality – Cardinality</b>	<b>2.1 I.A.1</b> Explore objects.	<b>2.1 YTA.1</b> Imitate rote counting using some names of numbers.	<b>2.1 OTA.1</b> Know some number names and the count sequence.	<b>2.1 PK.A.1</b> Know number names and the count sequence.	<b>2.1 K.A.1</b> Know number names and write and recite the count sequence.		
<b>A.2 Counting and Cardinality – Counting</b>	<i>EMERGING</i>	<i>EMERGING</i>	<b>2.1 OTA.2</b> Count to tell the number of objects.	<b>2.1 PK.A.2</b> Count to tell the number of objects.	<b>2.1 K.A.2</b> Apply one-to-one correspondence to count the number of objects.		
<b>A.3 Counting and Cardinality – Comparing</b>	<b>2.1 I.A.3</b> Explore relationships between objects.	<b>2.1 YTA.3</b> Explore simple comparisons of quantity.	<b>2.1. OTA.3</b> Use comparative language to show understanding of more or less.	<b>2.1 PK.A.3</b> Compare numbers.	<b>2.1 K.A.3</b> Apply the concept of magnitude to compare numbers and quantities.		
<b>MP Counting and Cardinality – Mathematical Processes</b>	<b>2.1 I.MP</b> Engage in numerical play.	<b>2.1 YT.MP</b> Engage and persist in numerical play.	<b>2.1 OT.MP</b> Use mathematical processes when quantifying, comparing, and representing numbers.	<b>2.1 PK.MP</b> Use mathematical processes when quantifying, comparing, representing, and modeling numbers.	<p align="center"><b>Habits of Mind of a Productive Mathematical Thinker</b></p> <ul style="list-style-type: none"> <li>• Make sense of problems and persevere in solving them.</li> <li>• Attend to precision.</li> </ul> <hr/> <p align="center"><b>Reasoning and Explaining</b></p> <ul style="list-style-type: none"> <li>• Reason abstractly and quantitatively.</li> <li>• Construct viable arguments and critique the reasoning of others.</li> </ul> <p align="center"><b>Modeling and Using Tools</b></p> <ul style="list-style-type: none"> <li>• Model with mathematics.</li> <li>• Use appropriate tools strategically.</li> </ul> <p align="center"><b>Seeing Structure and Generalizing</b></p> <ul style="list-style-type: none"> <li>• Look for and make use of structure.</li> <li>• Look for and express regularity in repeated reasoning.</li> </ul>		
<b>B.1 Numbers and Operations in Base Ten</b>					<b>2.1 K.B.1</b> Use place-value to compose and decompose numbers within 19.	<b>2.1 1.B.1</b> Extend the counting sequence to read and write numerals to represent objects.	<b>2.1 2.B.1</b> Use place-value concepts to represent amounts of tens and ones and to compare three-digit numbers.

<b>B.2 Numbers and Operations in Base Ten</b>		<b>2.1 1.B.2</b> Use place-value concepts to represent amounts of tens and ones and to compare two-digit numbers.	<b>2.1 2.B.2</b> Use place-value concepts to read, write, and skip-count to 1,000.
<b>B.3 Numbers and Operations in Base Ten</b>		<b>2.1 1.B.3</b> Use place-value concepts and properties of operations to add and subtract within 100.	<b>2.1 2.B.3</b> Use place-value understanding and properties of operations to add and subtract within 1,000.

**STANDARD AREA 2.2 Algebraic Concepts**

	<b>INFANT</b>	<b>YOUNG TODDLER</b>	<b>OLDER TODDLER</b>	<b>PRE-KINDERGARTEN</b>	<b>KINDERGARTEN</b>	<b>GRADE 1</b>	<b>GRADE 2</b>
<b>A.1 Operations and Algebraic Thinking</b>	<i>EMERGING</i>	<b>2.2 YTA.1</b> Sort manipulatives into sets.	<b>2.2 OTA.1</b> Add to and take apart sets.	<b>2.2 PKA.1</b> Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	<b>2.2 KA.1</b> Extend the concepts of putting together and taking apart to add and subtract within 10.	<b>2.2 1.A.1</b> Represent and solve problems involving addition and subtraction within 20.	<b>2.2 2.A.1</b> Represent and solve problems involving addition and subtraction within 100.
<b>A.2 Operations and Algebraic Thinking</b>						<b>2.2 1.A.2</b> Understand and apply properties of operations and the relationship between addition and subtraction.	<b>2.2 2.A.2</b> Use mental strategies to add and subtract within 20.
<b>A.3 Operations and Algebraic Thinking</b>							<b>2.2 2.A.3</b> Work with equal groups of objects to gain foundations for multiplication.



<b>MP Operations and Algebraic Thinking – Mathematical Processes</b>		<b>2.2 PK.MP</b> Use mathematical processes when representing relationships.	<p style="text-align: center;"><b>Habits of Mind of a Productive Mathematical Thinker</b></p> <ul style="list-style-type: none"> <li>• Make sense of problems and persevere in solving them.</li> <li>• Attend to precision.</li> </ul> <hr/> <p style="text-align: center;"><b>Reasoning and Explaining</b></p> <ul style="list-style-type: none"> <li>• Reason abstractly and quantitatively.</li> <li>• Construct viable arguments and critique the reasoning of others.</li> </ul> <p style="text-align: center;"><b>Modeling and Using Tools</b></p> <ul style="list-style-type: none"> <li>• Model with mathematics.</li> <li>• Use appropriate tools strategically.</li> </ul> <p style="text-align: center;"><b>Seeing Structure and Generalizing</b></p> <ul style="list-style-type: none"> <li>• Look for and make use of structure.</li> <li>• Look for and express regularity in repeated reasoning.</li> </ul>
--	--	---	---

## STANDARD AREA 2.3 Geometry

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2
<b>A.1 Geometry – Identification</b>	<b>2.3 I.A.1</b> Explore objects of different sizes and shapes.	<b>2.3 YT.A.1</b> Match identical shapes.	<b>2.3 OT.A.1</b> Recognize and identify basic shapes in the environment.	<b>2.3 PK.A.1</b> Identify and describe shapes.	<b>2.3 K.A.1</b> Identify and describe two- and three- dimensional shapes.	<b>2.3 1.A.1</b> Compose and distinguish between two- and three- dimensional shapes based on their attributes.	<b>2.3 2.A.1</b> Analyze and draw two- and three-dimensional shapes having specified attributes.
<b>A.2 Geometry – Application</b>	<i>EMERGING</i>	<i>EMERGING</i>	<b>2.3 OT.A.2</b> Create and compose simple shapes.	<b>2.3 PK.A.2</b> Analyze, compare, create, and compose shapes.	<b>2.3 K.A.2</b> Analyze, compare, create, and compose two- and three- dimensional shapes.	<b>2.3 1.A.2</b> Use the understanding of fractions to partition shapes into halves and quarters.	<b>2.3 2.A.2</b> Use the understanding of fractions to partition shapes into halves, quarters, and thirds.
<b>MP Geometry – Mathematical Processes</b>	<b>2.3 I.MP</b> Engage in geometric play.	<b>2.3 YT.MP</b> Engage and persist in geometric play.	<b>2.3 OT.MP</b> Use mathematical processes when creating and composing shapes.	<b>2.3 PK.MP</b> Use mathematical processes when drawing, constructing, modeling, and representing shapes.	<p style="text-align: center;"><b>Habits of Mind of a Productive Mathematical Thinker</b></p> <ul style="list-style-type: none"> <li>• Make sense of problems and persevere in solving them.</li> <li>• Attend to precision.</li> </ul> <hr/> <p style="text-align: center;"><b>Reasoning and Explaining</b></p> <ul style="list-style-type: none"> <li>• Reason abstractly and quantitatively.</li> <li>• Construct viable arguments and critique the reasoning of others.</li> </ul> <p style="text-align: center;"><b>Modeling and Using Tools</b></p> <ul style="list-style-type: none"> <li>• Model with mathematics.</li> <li>• Use appropriate tools strategically.</li> </ul> <p style="text-align: center;"><b>Seeing Structure and Generalizing</b></p> <ul style="list-style-type: none"> <li>• Look for and make use of structure.</li> <li>• Look for and express regularity in repeated reasoning.</li> </ul>		

## STANDARD AREA 2.4 Measurement, Data, and Probability

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2
<b>A.1 Measurement and Data – Measurement</b>	<i>EMERGING</i>	<b>2.4 Y.T.A.1</b> Engage in measurement experiences.	<b>2.4 O.T.A.1</b> Use basic measurement vocabulary.	<b>2.4 P.K.A.1</b> Describe and compare measurable attributes of length and weights of everyday objects.	<b>2.4 K.A.1</b> Describe and compare attributes of length, area, weight, and capacity of everyday objects.	<b>2.4 1.A.1</b> Order lengths and measure them both indirectly and by repeating length units.	<b>2.4 2.A.1</b> Measure and estimate lengths in standard units using appropriate tools.
<b>A.2 Measurement and Data</b>	/					<b>2.4 1.A.2</b> Tell and write time in hours and half hours using both analog and digital clocks.	<b>2.4 2.A.2</b> Tell and write time to the nearest five minutes using both analog and digital clocks.
<b>A.3 Measurement and Data</b>	/						<b>2.4 2.A.3</b> Solve problems and make change using coins and paper currency with appropriate symbols.
<b>A.4 Measurement and Data – Data</b>	<i>EMERGING</i>	<b>2.4 Y.T.A.4</b> Participate in sorting objects.	<b>2.4 O.T.A.4</b> Classify objects and count the number of objects in each category.	<b>2.4 P.K.A.4</b> Classify objects and count the number of objects in each category.	<b>2.4 K.A.4</b> Classify objects and count the number of objects in each category.	<b>2.4 1.A.4</b> Represent and interpret data using tables/charts.	<b>2.4 2.A.4</b> Represent and interpret data using line plots, picture graphs, and bar graphs.
<b>A.6 Measurement and Data</b>	/						<b>2.4 2.A.6</b> Extend the concepts of addition and subtraction to problems involving length.

<b>MP Measurement and Data – Mathematical Processes</b>	<p style="text-align: center;"><i>EMERGING</i></p>	<b>2.1 YI.MP</b> Engage and persist when measuring and sorting objects.	<b>2.1 OT.MP</b> Use mathematical processes when measuring and organizing data.	<b>2.4 PK.MP</b> Use mathematical processes when measuring; representing, organizing, and understanding data.	<p style="text-align: center;"><b>Habits of Mind of a Productive Mathematical Thinker</b></p> <ul style="list-style-type: none"> <li>• Make sense of problems and persevere in solving them.</li> <li>• Attend to precision.</li> </ul> <hr/> <p style="text-align: center;"><b>Reasoning and Explaining</b></p> <ul style="list-style-type: none"> <li>• Reason abstractly and quantitatively.</li> <li>• Construct viable arguments and critique the reasoning of others.</li> </ul> <p style="text-align: center;"><b>Modeling and Using Tools</b></p> <ul style="list-style-type: none"> <li>• Model with mathematics.</li> <li>• Use appropriate tools strategically.</li> </ul> <p style="text-align: center;"><b>Seeing Structure and Generalizing</b></p> <ul style="list-style-type: none"> <li>• Look for and make use of structure.</li> <li>• Look for and express regularity in repeated reasoning.</li> </ul>
---	--	--	--	--	---

# SCIENTIFIC THINKING AND TECHNOLOGY

## STANDARD AREA 3.1 Biological Sciences

### A. Living and Nonliving Organisms

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2
<b>1. Common Characteristics of Life</b>	<b>3.1 I.A.1</b> Show interest in the natural world.	<b>3.1 Y.T.A.1</b> Explore the characteristics of living things.	<b>3.1 O.T.A.1</b> Identify basic characteristics of some living and nonliving things.	<b>3.1 P.K.A.1</b> Recognize the difference between living and nonliving things.	<b>3.1 K.A.1</b> Identify the similarities and differences of living and nonliving things.	<b>3.1 1.A.1</b> Categorize living and nonliving things by external characteristics.	
<b>2. Energy Flow</b>	<i>EMERGING</i>	<b>3.1 Y.T.A.2</b> Explore the basic needs of plants and animals.	<b>3.1 O.T.A.2</b> Recognize that plants and animals have basic needs.	<b>3.1 P.K.A.2</b> Identify basic needs of plants (water and light) and animals (food, water, and light).	<i>EMERGING TO ...</i> Investigate the dependence of living things on the sun's energy, water, food/nutrients, air, living space, and shelter.	<b>3.1 1.A.2</b> Investigate the dependence of living things on the sun's energy, water, food/nutrients, air, living space, and shelter.	
<b>3. Life Cycles</b>	<i>EMERGING</i>	<i>EMERGING</i>	<b>3.1 O.T.A.3</b> Notice plants and animals growing and changing.	<b>3.1 P.K.A.3</b> Recognize that plants and animals grow and change.	<b>3.1 K.A.3</b> Observe, compare, and describe stages of life cycles for plants and/or animals.		<b>3.1 2.A.3</b> Identify similarities and differences in the life cycles of plants and animals.
<b>5. Form and Function</b>	<b>3.1 I.A.5</b> Explore parts of living things in their environment.	<b>3.1 Y.T.A.5</b> Recognize parts of living things in their environment.	<b>3.1 O.T.A.5</b> Identify basic parts of living things.	<b>3.1 P.K.A.5</b> Name basic parts of living things.	<b>3.1 K.A.5</b> Observe and describe structures and behaviors of a variety of common animals.	<b>3.1 1.A.5</b> Identify and describe plant parts and their functions.	<b>3.1 2.A.5</b> Explain how different parts of a plant work together to make the organism function.
<b>9. Science as Inquiry</b>	<b>3.1 I.A.9</b> Participate in simple investigations of living and nonliving things.	<b>3.1 Y.T.A.9</b> Participate in simple investigations to observe living and nonliving things.	<b>3.1 O.T.A.9</b> Participate in simple investigations of living and nonliving things to answer a question.	<b>3.1 P.K.A.9</b> Participate in simple investigations about living and/or nonliving things to answer a question or to test a prediction.	<b>3.1 K.A.9</b> Participate in simple investigations about living and/or nonliving things to answer a question or to test a prediction.	<b>3.1 1.A.9</b> Participate in investigations about living and/or nonliving things to answer a question or to test a prediction.	<b>3.1 2.A.9</b> Participate in investigations about living and/or nonliving things to answer a question or to test a prediction.

## STANDARD AREA 3.1 Biological Sciences

### B. Genetics

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2
<b>1. Heredity</b>	<b>3.1 I.B.1</b> Recognize self and family members.	<b>3.1 YT.B.1</b> Recognize familiar animals and their babies.	<b>3.1 OT.B.1</b> Notice similarities and differences between living things from the same species.	<b>3.1 PK.B.1</b> Recognize and compare physical characteristics of living things from same species.	<b>3.1 K.B.1</b> Observe and describe how young animals resemble their parents and other animals of the same kind.	<b>3.1 1.B.1</b> Grow plants from seed and describe how they grow and change. Compare to adult plants.	
<b>6. Science as Inquiry</b>	<b>3.1 I.B.6</b> Participate in simple investigations of physical characteristics of living things.	<b>3.1 YT.B.6</b> Participate in simple investigations to observe physical characteristics of living things.	<b>3.1 OT.B.6</b> Participate in simple investigations of physical characteristics of living things from the same species to answer a question.	<b>3.1 PK.B.6</b> Participate in simple investigations of physical characteristics of living things from the same species to answer a question or to test a prediction.	<b>3.1 K.B.6</b> Participate in simple investigations of physical characteristics of living things from the same species to answer a question or to test a prediction.	<b>3.1 1.B.6</b> Participate in simple investigations of physical characteristics of living things from the same species to answer a question or to test a prediction.	<b>3.1 2.B.6</b> Participate in simple investigations of physical characteristics of living things from the same species to answer a question or to test a prediction.

## STANDARD AREA 3.1 Biological Sciences

### C. Evolution

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2
<b>2. Adaptation</b>					<b>3.1 K.C.2</b> Describe changes animals and plants undergo throughout the seasons.		<b>3.1 2.C.2</b> Explain that living things can only survive if their needs are being met.
<b>3. Unifying Themes (Constancy and Change)</b>	<i>EMERGING</i>	<i>EMERGING</i>	<b>3.1 OT.C.3</b> Notice changes that occur in animals.	<b>3.1 PK.C.3</b> Describe changes that occur in animals.	<b>3.1 K.C.3</b> Describe changes that occur as a result of climate.	<b>3.1 1.C.3</b> Describe changes that occur as a result of habitat.	<b>3.1 2.C.3</b> Describe some plants and animals that once lived on Earth (e.g., dinosaurs) but cannot be found anymore. Compare them to living things now that resemble them in some way. (e.g., lizards, birds)
<b>4. Science as Inquiry</b>	<i>EMERGING</i>	<i>EMERGING</i>	<b>3.1 OT.C.4</b> Participate in simple investigations of changes that occur in animals.	<b>3.1 PK.C.4</b> Participate in simple investigations of changes in animals to answer a question or to test a prediction.	<b>3.1 K.C.4</b> Participate in simple investigations of changes in animals to answer a question or to test a prediction.	<b>3.1 1.C.4</b> Participate in simple investigations of changes in animals to answer a question or to test a prediction.	<b>3.1 2.C.4</b> Participate in simple investigations of changes in animals to answer a question or to test a prediction.

# STANDARD AREA 3.2 Physical Sciences

## A. Chemistry

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2
<b>1. Properties of Matter</b>	<b>3.2 I.A.1</b> Explore objects with varying characteristics.	<b>3.2 Y.T.A.1</b> Engage with objects to learn about their characteristics.	<b>3.2 O.T.A.1</b> Describe objects by their characteristics.	<b>3.2 P.K.A.1</b> Sort and describe objects according to size, shape, color, and texture.	<b>3.2 K.A.1</b> Identify and classify objects by observable properties of matter.  Compare different kinds of materials and discuss their uses.	<b>3.2 1.A.1</b> Observe and describe the properties of liquids and solids.  Investigate what happens when solids are mixed with water and other liquids are mixed with water.	
<b>3. Matter and Energy – Evaluating Arguments</b>	<b>3.2 I.A.3</b> Observe activities involving changes in matter.	<b>3.2 Y.T.A.3</b> Engage in activities involving changes in matter.	<b>3.2 O.T.A.3</b> Notice changes in matter.	<b>3.2 P.K.A.3</b> Notice changes in matter.	<b>3.2 K.A.3</b> Describe the ways matter can change.	<b>3.2 1.A.3</b> Identify how heating, melting, cooling, etc., may cause changes in the properties of materials.	<b>3.2 2.A.3</b> Demonstrate how heating and cooling may cause changes in the properties of materials.
<b>4. Reactions</b>						<b>3.2 1.A.4</b> Observe and describe what happens when substances are heated or cooled. Distinguish between changes that are reversible (e.g., melting, freezing) and not reversible (e.g., baking a cake, burning fuel).	<b>3.2 2.A.4</b> Experiment and explain what happens when two or more substances are combined. (e.g., mixing, dissolving, separated, filtering, evaporation)
<b>5. Unifying Themes</b>				<b>3.2 P.K.A.5</b> Recognize that everything is made of matter.	<b>3.2 K.A.5</b> Recognize that everything is made of matter.	<b>3.2 1.A.5</b> Recognize that everything is made of matter.	<b>3.2 2.A.5</b> Recognize that everything is made of matter.
<b>6. Science as Inquiry</b>	<b>3.2 I.A.6</b> Participate in simple investigations of matter.	<b>3.2 Y.T.A.6</b> Participate in simple investigations to observe changes in matter.	<b>3.2 O.T.A.6</b> Participate in simple investigations of matter to answer a question.	<b>3.2 P.K.A.6</b> Participate in simple investigations of matter to answer a question or to test a prediction.	<b>3.2 K.A.6</b> Participate in simple investigations of matter to answer a question or to test a prediction.	<b>3.2 1.A.6</b> Participate in simple investigations of matter to answer a question or to test a prediction.	<b>3.2 2.A.6</b> Participate in simple investigations of matter to answer a question or to test a prediction.

## STANDARD AREA 3.2 Physical Sciences

### B. Physics

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2
<b>1. Force and Motion of Particles and Rigid Bodies</b>	<b>3.2 I.B.1</b> Explore the motion of objects.	<b>3.2 YT.B.1</b> Recognize and explore how objects move.	<b>3.2 OT.B.1</b> Communicate about the motion of objects.	<b>3.2 PK.B.1</b> Explore and describe the motion of toys and objects.	<i>Intentionally blank</i>	<b>3.2 1.B.1</b> Demonstrate various types of motion.  Observe and describe how pushes and pulls change the motion of an object.	
<b>2. Energy Storage and Transformations (Conservation Laws)</b>							<b>3.2 2.B.2</b> Explore and describe how different forms of energy cause changes. (e.g., sunlight, heat, wind)
<b>3. Heat/Heat Transfer</b>					<b>3.2 K.B.3</b> Describe how temperature can affect the body.	<b>3.2 1.B.3</b> Observe and record daily temperatures.  Draw conclusions from daily temperature records as related to heating and cooling.	
<b>5. Nature of Waves (Sound and Light Energy)</b>	<b>3.2 I.B.5</b> Respond to sounds in the environment.	<b>3.2 YT.B.5</b> Identify and imitate familiar sounds in the environment.	<b>3.2 OT.B.5</b> Categorize familiar sounds.	<b>3.2 PK.B.5</b> Create and describe variations of sound.	<i>Intentionally blank</i>	<b>3.2 1.B.5</b> Compare and contrast how light travels through different materials.  Explore how mirrors and prisms can be used to redirect a light beam.	
<b>6. Unifying Themes (Energy)</b>				<b>3.2 PK.B.6</b> Recognize that light from the sun is an important source of energy for living and nonliving systems and some source of energy is needed for all organisms to stay alive and grow.	<b>3.2 K.B.6</b> Recognize that light from the sun is an important source of energy for living and nonliving systems and some source of energy is needed for all organisms to stay alive and grow.	<b>3.2 1.B.6</b> Recognize that light from the sun is an important source of energy for living and nonliving systems and some source of energy is needed for all organisms to stay alive and grow.	<b>3.2 2.B.6</b> Recognize that light from the sun is an important source of energy for living and nonliving systems and some source of energy is needed for all organisms to stay alive and grow.

<b>7. Science as Inquiry</b>	<b>3.2 I.B.7</b> Participate in simple investigations of motion and sound.	<b>3.2 Y.T.B.7</b> Participate in simple investigations to observe motion and sound.	<b>3.2 O.T.B.7</b> Participate in simple investigations of motion and sound to answer a question.	<b>3.2 P.K.B.7</b> Participate in simple investigations of energy and motion to answer a question or to test a prediction.	<b>3.2 K.B.7</b> Participate in simple investigations of energy and motion to answer a question or to test a prediction.	<b>3.2 1.B.7</b> Participate in simple investigations of energy and motion to answer a question or to test a prediction.	<b>3.2 2.B.7</b> Participate in simple investigations of energy and motion to answer a question or to test a prediction.
------------------------------	---	---	--	---	---	---	---

## STANDARD AREA 3.3 Earth and Space Sciences

### A. Earth Structures, Processes, and Cycles

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2
<b>1. Earth Features and the Processes that Change Them</b>	<b>3.3 I.A.1</b> Explore earth materials.	<b>3.3 Y.T.A.1</b> Engage with earth materials.	<b>3.3 O.T.A.1</b> Describe earth materials.	<b>3.3 P.K.A.1</b> Sort different types of earth materials.	<b>3.3 K.A.1</b> Distinguish between three types of earth materials – rock, soil, and sand.	<b>3.3 1.A.1</b> Observe, describe, and sort earth materials.  Compare the composition of different soils.	
<b>4. Water</b>	<b>3.3 I.A.4</b> Explore water.	<b>3.3 Y.T.A.4</b> Engage with water.	<b>3.3 O.T.A.4</b> Discuss basic uses of water.	<b>3.3 P.K.A.4</b> Identify a variety of uses for water.	<b>3.3 K.A.4</b> Identify sources of water for human consumption and use.	<b>3.3 1.A.4</b> Identify and describe types of fresh and salt-water bodies. (e.g., oceans, rivers, lakes, ponds)	<b>3.3 2.A.4</b> Explore and describe that water exists in solid (ice) and liquid (water) form.  Explain and illustrate evaporation and condensation.
<b>5. Weather and Climate</b>	<b>3.3 I.A.5</b> Observe weather conditions.	<b>3.3 Y.T.A.5</b> Observe and begin to label weather conditions.	<b>3.3 O.T.A.5</b> Describe changes in weather conditions, and discuss how weather affects daily life.	<b>3.3 P.K.A.5</b> Identify seasons that correspond with observable conditions and identify how weather affects daily life.	<b>3.3 K.A.5</b> Record daily weather conditions using simple charts and graphs.  Identify seasonal changes in the environment.  Distinguish between types of precipitation.	<b>3.3 1.A.5</b> Become familiar with weather instruments.  Collect, describe, and record basic information about weather over time.	
<b>7. Science as Inquiry</b>	<b>3.3 I.A.7</b> Participate in simple investigations of earth materials, processes, and cycles.	<b>3.3 Y.T.A.7</b> Participate in simple investigations of earth materials, processes, and cycles.	<b>3.3 O.T.A.7</b> Participate in simple investigations of earth materials, processes, and cycles to answer a question.	<b>3.3 P.K.A.7</b> Participate in simple investigations of earth structures, processes, and cycles to answer a question or to test a prediction.	<b>3.3 K.A.7</b> Participate in simple investigations of earth structures, processes, and cycles to answer a question or to test a prediction.	<b>3.3 1.A.7</b> Participate in simple investigations of earth structures, processes, and cycles to answer a question or to test a prediction.	<b>3.3 2.A.7</b> Participate in simple investigations of earth structures, processes, and cycles to answer a question or to test a prediction.





<b>D. Biodiversity</b>	<i>EMERGING</i>	<b>4.1 YT.D</b> Explore the basic needs of plants and animals.	<b>4.1 OT.D</b> Recognize that plants and animals have basic needs.	<b>4.1 PK.D</b> Identify basic needs of living things.	<b>4.1 K.D</b> Observe and describe what happens to living things when needs are met.	<b>4.1 1.D</b> Identify living things that are threatened, endangered, or extinct.	<b>4.1 2.D</b> Identify differences in living things (e.g., color, shape, size, etc.) and describe how adaptations are important for survival.
<b>E. Succession</b>	<b>4.1 1.E</b> Observe weather conditions.	<b>4.1 YT.E</b> Observe and begin to label weather conditions.	<b>4.1 OT.E</b> Describe changes in weather conditions, and discuss how weather affects daily life.	<b>4.1 PK.E</b> Identify the change of seasons in the environment.	<b>4.1 K.E</b> Identify how the changes of seasons affect their local environment.	<b>4.1 1.E</b> Describe the seasons and describe how the change of the seasons affects living things.	<b>4.1 2.E</b> Identify how living things survive changes in their environment.

## Environment and Ecology

### STANDARD AREA 4.2 – Watersheds and Wetlands

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2
<b>A. Watersheds</b>	<i>EMERGING</i>	<i>EMERGING</i>	<b>4.2 OT.A</b> Participate in discussions about water in the environment.	<b>4.2 PK.A</b> Identify various types of moving water in Pennsylvania.	<b>4.2 K.A</b> Identify components of a water cycle.	<b>4.2 1.A</b> Explain the path water takes as it moves through the water cycle.	
<b>B. Wetlands</b>				<b>4.2 PK.B</b> Identify a wetland as an ecosystem in Pennsylvania.	<b>4.1 PK.B</b> Differentiate between terrestrial, aquatic, and wetland ecosystems in Pennsylvania.		
<b>C. Aquatic Ecosystem</b>	<i>EMERGING</i>	<i>EMERGING</i>	<b>4.2 OT.C</b> Discuss different places animals can live.	<b>4.2 PK.C</b> Describe an aquatic (water) and terrestrial (land) habitat.	<b>4.2 K.C</b> Identify that there are living and nonliving components in an aquatic habitat.		<b>4.2 2.C</b> Identify and describe the basic needs of plants and animals in an aquatic ecosystem.

## Environment and Ecology

### STANDARD AREA 4.3 – Natural Resources

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2
<b>A. Use of Natural Resources</b>				<b>4.3 PK.A</b> Identify how the environment provides for the needs of people in their daily lives.	<b>4.3 K.A</b> Identify some renewable resources used in the classroom.	<b>4.3 1.A</b> Identify some renewable resources used in the community.	<b>4.3 2.A</b> Describe the jobs/hobbies people in the community have that relate to natural resources.
<b>B. Availability of Natural Resources</b>				<b>4.3 PK.B</b> Identify natural resources available to people in their daily lives.	<b>4.3 K.B</b> Recognize the importance of conserving natural resources.	<b>4.3 1.B</b> Recognize the difference between renewable and nonrenewable resources.	<b>4.3 2.B</b> Identify products and by-products derived from renewable resources.

## Environment and Ecology

### STANDARD AREA 4.4 – Agriculture and Society

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2
<b>A. Food and Fiber Systems</b>	<i>EMERGING</i>	<b>4.4 YTA</b> Explore the basic needs of plants and animals.	<b>4.4 OTA</b> Recognize that plants and animals have basic needs.	<b>4.4 PK.A</b> Identify what plants and animals need to grow.	<b>4.4 K.A</b> Identify common plants and animals found in Pennsylvania agricultural systems.	<b>4.4 1.A</b> Describe the role of soil in agricultural systems.	<b>4.4 2.A</b> Identify agriculture as a living system and that food and fiber originate from plants and animals.
<b>C. Applying Sciences to Agriculture</b>	<i>EMERGING</i>	<i>EMERGING</i>	<b>4.4 OTC</b> Notice plants and animals growing and changing.	<b>4.4 PK.C</b> Recognize that plants and animals grow and change.	<b>4.4 K.C</b> Observe and describe stages of life cycles for plants and animals.	<b>4.4 1.C</b> Describe the life cycles of different plants and animals in a terrestrial habitat.	<b>4.4 2.C</b> Examine life cycles of plants and animals in an aquatic habitat.
<b>D. Technology Influences on Agriculture</b>	<b>4.4 1.D</b> Observe basic gardening tools being used.	<b>4.4 YT.D</b> Imitate the use of basic gardening tools.	<b>4.4 OT.D</b> Label basic garden tools.	<b>4.4 PK.D</b> Identify basic tools used in gardening at home and at school.	<b>4.4 K.D</b> Identify tools and machinery commonly used in agriculture.	<b>4.4 1.D</b> Identify tools used in agriculture by Native Americans and early settlers.	

# Environment and Ecology

## STANDARD AREA 4.5 – Humans and the Environment

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2
<b>A. Sustainability</b>	<i>EMERGING</i>	<i>EMERGING</i>	<b>4.5 OTA</b> Communicate about the basic needs of people.	<b>4.5 PK.A</b> Identify what people need to survive.	<b>4.5 K.A</b> Identify what people use in their everyday lives.	<b>4.5 1.A</b> Identify resources humans use from the environment.	<b>4.5 2.A</b> Identify the natural resources used to make various products.
<b>B. Integrated Pest Management</b>	<i>EMERGING</i>	<i>EMERGING</i>	<b>4.5 OT.B</b> Communicate about insects and animals that can be harmful.	<b>4.5 PK.B</b> Identify things in the natural environment that can be harmful to people, pets, and other living things.	<b>4.5 K.B</b> Identify common pests in our homes, gardens, and neighborhoods.	<b>4.5 1.B</b> Describe why people consider some insects, plants, and other living things to be pests, and ways to control their population numbers.	
<b>C. Pollution</b>				<b>4.5 PK.C</b> Identify ways people pollute the environment.	<b>4.5 K.C</b> Identify different types of pollution (land, water, or air) and their sources.	<b>4.5 1.C</b> Describe how pollution affects the health of a habitat.	<b>4.5 2.C</b> Identify how people can reduce pollution.
<b>D. Waste Management</b>	<i>EMERGING</i>	<b>4.5 YT.D</b> Use appropriate trash receptacles.	<b>4.5 OT.D</b> Communicate about and use appropriate trash receptacles.	<b>4.5 PK.D</b> Describe how everyday human activities generate waste.	<b>4.5 K.D</b> Identify waste and practice ways to reduce, reuse, and recycle.	<b>4.5 1.D</b> Identify where waste from the home, school, and community goes for disposal.	<b>4.5 2.D</b> Describe how people can help the environment by reducing, reusing, recycling, and composting.

## STANDARD AREA 15.4 Computer and Information Technology

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2
<b>A. Influence of Emerging Technologies</b>	<b>15.4 IA</b> Imitate use of various technologies in play.	<b>15.4 YTA</b> Imitate use of various technologies in play.	<b>15.4 OTA</b> Communicate about technology in their environment.	<b>15.4 PK.A</b> Identify various technologies used in the classroom and at home.	<b>15.4 K.A</b> Identify various technologies used in the classroom and at home.	<b>15.4 1.A</b> Identify various technologies used in the classroom and at home.	<b>15.4 2.A</b> Identify various technologies used in the classroom and at home.

<b>B. Digital Citizenship</b>				<b>15.4 PK.B</b> Demonstrate responsible use of technology and equipment.	<b>15.4 K.B</b> Demonstrate responsible use of technology and equipment.	<b>15.4 1.B</b> Demonstrate responsible use of technology and equipment.	<b>15.4 2.B</b> Demonstrate responsible use of technology and equipment.
<b>C. Hardware</b>				<b>15.4 PK.C</b> With prompting and support, identify peripheral devices of a computer system including input and output devices.	<b>15.4 K.C</b> With prompting and support, identify peripheral devices of a computer system including input and output devices.	<b>15.4 1.C</b> With prompting and support, identify peripheral devices of a computer system including input and output devices.	<b>15.4 2.C</b> With prompting and support, identify peripheral devices of a computer system including input and output devices.
<b>D. Input Technologies</b>				<b>15.4 PK.D</b> Demonstrate the correct use of simple input technologies. (e.g., mouse, touch screen, microphone, etc.).	<b>15.4 K.D</b> Demonstrate the correct use of simple input technologies. (e.g., mouse, touch screen, microphone, etc.).	<b>15.4 1.D</b> Demonstrate the correct use of simple input technologies. (e.g., mouse, touch screen, microphone, etc.).	<b>15.4 2.D</b> Demonstrate the correct use of simple input technologies. (e.g., mouse, touch screen, microphone, etc.).
<b>G. Software/ Applications</b>				<b>15.4 PK.G</b> With help and support, select and use various software/applications for an intended purpose.	<b>15.4 K.G</b> With help and support, select and use various software/applications for an intended purpose.	<b>15.4 1.G</b> With help and support, select and use various software/applications for an intended purpose.	<b>15.4 2.G</b> With help and support, select and use various software/applications for an intended purpose.
<b>K. Digital Media</b>				<b>15.4 PK.K</b> With help and support, identify similarities and differences between text, graphics, audio, animation, and video.	<b>15.4 K.K</b> With help and support, identify similarities and differences between text, graphics, audio, animation, and video.	<b>15.4 1.K</b> With help and support, identify similarities and differences between text, graphics, audio, animation, and video.	<b>15.4 2.K</b> With help and support, identify similarities and differences between text, graphics, audio, animation, and video.
<b>L. Technology Research</b>				<b>15.4 PK.L</b> With help and support, use web browser to locate content-specific websites.	<b>15.4 K.L</b> With help and support, use web browser to locate content-specific websites.	<b>15.4 1.L</b> With help and support, use web browser to locate content-specific websites.	<b>15.4 2.L</b> With help and support, use web browser to locate content-specific websites.
<b>M. Emerging Technologies in Careers</b>	<b>15.4 I.M</b> Explore pictures and objects that represent workplace technologies.	<b>15.4 YT.M</b> Engage with objects that represent workplace technologies.	<b>15.4 OT.M</b> Communicate about workplace technologies and their uses.	<b>15.4 PK.M</b> With help and support, identify various technologies used in the workplace.	<b>15.4 K.M</b> With help and support, identify various technologies used in the workplace.	<b>15.4 1.M</b> With help and support, identify various technologies used in the workplace.	<b>15.4 2.M</b> With help and support, identify various technologies used in the workplace.

# SOCIAL STUDIES THINKING

## Civics and Government

### STANDARD AREA 5.1 – Principles and Documents of Government

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2
<b>A. Rule of Law</b>	<b>5.1 I.A</b> Respond to adult guidance about behavior.	<b>5.1 Y.T.A</b> Demonstrate basic understanding of rules.	<b>5.1 O.T.A</b> Follow basic rules.	<b>5.1 P.K.A</b> State rules and their consequences.	<b>5.1 K.A</b> Explain the purpose of rules.	<b>5.1 1.A</b> Explain the purposes of rules in the classroom and school community.	<b>5.1 2.A</b> Explain the purposes of rules and their consequences in the classroom and school community.
<b>B. Laws and Government</b>					<b>5.1 K.B</b> Explain the need for rules.	<b>5.1 1.B</b> Explain the importance of rules in the classroom.	<b>5.1 2.B</b> Explain the importance of rules in the classroom and school community.
<b>C. Principles and Ideas that Shape Government</b>					<b>5.1 K.C</b> Define respect for self and others.	<b>5.1 1.C</b> Define equality and the need to treat everyone equally.	<b>5.1 2.C</b> Define fairness in working with others.
<b>D. Documents and Ideals that Shape Pennsylvania and U.S. Government</b>					<b>5.1 1.D</b> Explain the importance of written rules and laws.	<b>5.1 2.D</b> Explain why school rules are written and posted.	
<b>E. Individual Rights</b>					<b>5.1 K.E</b> Demonstrate responsibilities in the classroom.	<b>5.1 1.E</b> Describe students' responsibilities in the school and the community.	<b>5.1 2.E</b> Describe citizens' responsibilities to the state of Pennsylvania and to the nation.
<b>F. Symbols</b>					<b>5.1 P.K.F</b> Identify basic American symbols. (e.g., American flag)	<b>5.1 K.F</b> Identify significant American holidays and their symbols.	<b>5.1 1.F</b> Identify national symbols.

# Civics and Government

## STANDARD AREA 5.2 – Rights and Responsibilities of Citizenship

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2
<b>A. Civic Rights and Responsibilities</b>	<i>EMERGING</i>	<b>5.2 YT.A</b> Demonstrate sense of belonging to a group such as a class or family.	<b>5.2 OT.A</b> Communicate a sense of belonging to a group such as a class or family.	<b>5.2 PK.A</b> Identify self-membership of a group such as the class or family.	<b>5.2 K.A</b> Identify responsibilities at school.	<b>5.2 1.A</b> Identify and explain the importance of responsibilities at school and at home.	<b>5.2 2.A</b> Identify and explain the importance of responsibilities at school, at home, and in the community.
<b>B. Conflict and Resolution</b>	<b>5.2 I.B</b> Express emotion relating to a conflict.	<b>5.2 YT.B</b> Express emotion relating to a conflict.	<b>5.2 OT.B</b> Communicate about a conflict and seek help to solve.	<b>5.2 PK.B</b> Identify a problem and discuss possible solutions with adult assistance.	<b>5.2 K.B</b> Identify a problem and discuss possible solutions.	<b>5.2 1.B</b> Identify a problem and attempt to solve with adult or peer assistance.	<b>5.2 2.B</b> Identify a problem and a probable solution.
<b>C. Leadership and Public Service</b>				<b>EMERGING TO ...</b> Identify classroom projects/activities that support leadership and service.	<b>5.2. K.C</b> Identify classroom projects/activities that support leadership and service.	<b>5.2. 1.C</b> Identify school projects/activities that support leadership and public service.	<b>5.2. 2.C</b> Identify community projects/activities that support leadership and public service.
<b>D. Competent and Responsible Citizens</b>					<b>5.2. K.D</b> Explain responsible classroom behavior.	<b>5.2. 1.D</b> Explain responsible school behavior.	<b>5.2. 2.D</b> Explain responsible community behavior.

# Civics and Government

## STANDARD AREA 5.3 – How Government Works

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2
<b>A. Branches of Government</b>						<b>5.3 1.A</b> Identify the roles of local government. (e.g., fire, police, etc.)	<b>5.3 2.A</b> Identify the role government plays in the community. (e.g., education, transportation)
<b>B. Structure, Organization, and Operation of Governments</b>					<b>5.3 K.B</b> Identify the role of adults in authority at home or in school.	<b>5.3 1.B</b> Identify the services of local government.	<b>5.3 2.B</b> Identify local government leaders.
<b>C. Government Services</b>	<b>5.3 I.C</b> Explore costumes and props that represent community workers.	<b>5.3 YI.C</b> Engage with costumes and props that represent community workers.	<b>5.3 OI.C</b> Recognize community workers through their uniforms and equipment.	<b>5.3 PK.C</b> Identify community workers through their uniforms and equipment.	<b>5.3 K.C</b> Identify roles of firefighters, police officers, and emergency workers.	<b>5.3 1.C</b> Identify the value of firefighters, police officers, and emergency workers in the community.	<b>5.3 2.C</b> Identify other types of service provided by local government.
<b>D. Leadership and Political Elections</b>						<b>5.3 1.D</b> Identify positions of authority in the classroom community.	<b>5.3 2.D</b> Identify positions of authority at school.
<b>E. Elements of the Election Process</b>						<b>5.3 1.E</b> Identify situations in the school or community when it is beneficial to have an elected official represent the people.	<b>5.3 2.E</b> Describe situations in the state or nation when it is beneficial to have an elected official represent the people.
<b>F. Conflict and the Court System</b>				<b>5.3 PK.F</b> Identify appropriate behaviors for responsible classroom citizens.	<b>5.3 K.F</b> Identify and explain behaviors for responsible classroom citizens.	<b>5.3 1.F</b> Identify and explain behaviors for responsible classroom citizens and possible consequences for inappropriate actions.	<b>5.3 2.F</b> Identify and explain behaviors for responsible school citizens and possible consequences for inappropriate actions.



<b>H. Media Influences</b>		<b>5.3 1.H</b> Explain how information/ news is conveyed to the public.	<b>5.3 2.H</b> Identify different forms of media.
<b>I. Taxes</b>		<b>5.3 1.I</b> Provide examples of taxation.	<b>5.3 2.I</b> Define taxes and why they are paid.
<b>J. Systems of Government</b>		<b>5.3 1.J</b> Describe situations where voting eases conflict.	<b>5.3 2.J</b> Identify the responsibilities of voters after the vote.

## Civics and Government

### STANDARD AREA 5.4 – How International Relationships Function

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2
<b>A. Countries and Conflicts</b>					<b>5.4 K.A</b> Identify conflict in the classroom.	<b>5.4 1.A</b> Identify ways to avoid conflict.	<b>5.4 2.A</b> Explain examples of conflict in the community, state, and nation.
<b>B. Tools of Foreign Policy</b>					<b>5.4 K.B</b> Identify how students can work together.	<b>5.4 1.B</b> Describe how classrooms can work together.	<b>5.4 2.B</b> Identify ways that countries can work together.
<b>C. Structure, Organization, and Operation of Governments</b>							<b>5.4 2.C</b> Explain why nations need to work together for peace.

<b>D. Media and Its Influence</b>		<b>5.4 1.D</b> Identify different means of receiving information/news.	<b>5.4 2.D</b> Identify the different types of media.
<b>E. How Foreign Policy Is Influenced</b>		<b>5.4 1.E</b> Explain how a classroom community reaches compromise.	<b>5.4 2.E</b> Explain how a community reaches compromise.

**Economics**

**STANDARD AREA 6.1 – Scarcity and Choice**

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2
<b>A. Scarcity and Choice</b>				<b>EMERGING TO ...</b> Identify how scarcity influences choice.	<b>6.1 K.A</b> Identify how scarcity influences choice.	<b>6.1 1.A</b> Identify scarcity of resources within the family.	<b>6.1 2.A</b> Identify scarcity of resources within the school community.
<b>B. Limited Resources</b>				<b>EMERGING TO ...</b> Identify family wants and needs.	<b>6.1 K.B</b> Identify family wants and needs.	<b>6.1 1.B</b> Identify classroom wants and needs.	<b>6.1 2.B</b> Identify community wants and needs.
<b>C. Opportunity Costs</b>					<b>6.1 K.C</b> Identify choices to meet needs.	<b>6.1 1.C</b> Identify choice based on needs versus wants.	<b>6.1 2.C</b> Explain how choice has consequences.
<b>D. Incentives and Choice</b>	<b>6.1 I.D</b> Demonstrate preference for specific objects and people.	<b>6.1 Y.T.D</b> Make simple choices.	<b>6.1 O.T.D</b> Communicate about a choice based on individual interest.	<b>6.1 P.K.D</b> Identify a choice based on individual interest.	<b>6.1 K.D</b> Identify a choice based on family interest.	<b>6.1 1.D</b> Identify a choice based on classroom interest.	<b>6.1 2.D</b> Identify a choice based on community interest.

# Economics

## STANDARD AREA 6.2 – Markets and Economic Systems

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2	
<b>A. Goods and Services</b>					<b>6.2 K.A</b> Identify goods and consumers.	<b>6.2 1.A</b> Identify goods, consumers, and producers.	<b>6.2 2.A</b> Identify goods, services, consumers, and producers in the local community.	
<b>B. Market Competition</b>								
<b>C. Advertising and Media</b>								
<b>D. Price Determination</b>								
<b>E. Economic Health</b>								
<b>F. Private Economic Institutions</b>								

<b>G. Economic Systems</b>						<b>6.2 1.G</b> Define an economic system at the individual level.	<b>6.2 2.E</b> Identify examples of an economic system.
------------------------------------	--	--	--	--	--	--	--

**Economics**

**STANDARD AREA 6.3 – Functions of Government**

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2
<b>A. Goods and Services</b>						<b>6.3 1.A</b> Identify examples of goods and services.	<b>6.3 2.A</b> Identify examples of goods and services provided by the private sector.
<b>C. Taxation</b>							<b>6.3 2.C</b> Define taxes and who pays them.
<b>D. Government's Role in International Trade</b>	<i>EMERGING</i>	<i>EMERGING</i>	<b>6.3 OT.D</b> Communicate about products produced locally.	<b>6.3 PK.D</b> Identify products produced locally.	<b>6.3 K.D</b> Identify products produced in the region or state.	<b>6.3 1.D</b> Identify products produced in the United States.	<b>6.3 2.D</b> Identify products produced outside the United States.

**Economics**

**STANDARD AREA 6.4 – Economic Independence**

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2	
<b>A. Specialization</b>						<b>6.4 K.A</b> Identify the specialized role performed by each member of the family.	<b>6.4 1.A</b> Identify specialization of work in the community.	<b>6.4 2.A</b> Identify local examples of specialization of work.

<b>C. Multinational and Non- Governmental Organizations</b>				<b>6.4 2.C</b> Identify products that come from many different countries.
<b>D. Factors Contributing to Economic Interdependence</b>				<b>6.4 K.D</b> Identify individual wants and needs.
			<b>6.4 1.D</b> Describe how individuals differ in their wants and needs and why people buy and sell things.	<b>6.4 2.D</b> Identify buyers and sellers and how their wants and needs are addressed.

## Economics

### STANDARD AREA 6.5 – Income, Profit, and Wealth

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2
<b>A. Factors Influencing Wages</b>				<b>6.5 PK.A</b> Differentiate between work and play.	<b>6.5 K.A</b> Identify individuals in the community who volunteer.	<b>6.5 1.A</b> Identify individuals in the community who work for wages.	<b>6.5 2.A</b> Explain how money earned by individuals is used to meet needs and wants.
<b>B. Labor Productivity</b>						<b>6.5 1.B</b> Identify different jobs and the purpose of each.	<b>6.5 2.B</b> Describe how different job skills impact earnings.
<b>C. Types of Businesses</b>	<i>EMERGING</i>	<i>EMERGING</i>	<b>6.5 OT.C</b> Communicate about local businesses.	<b>6.5 PK.C</b> Identify local businesses.	<b>6.5 K.C</b> Identify goods and services provided by local businesses.	<b>6.5 1.C</b> Identify businesses and their corresponding goods and services.	<b>6.5 2.C</b> Describe the roles of local businesses.
<b>D. Profits and Losses</b>						<b>6.5 1.D</b> Identify ways to earn money.	<b>6.5 2.D</b> Describe money-saving behaviors.



## Geography

### STANDARD AREA 7.2 – Physical Characteristics of Places and Regions

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2
<b>A. Physical Characteristics</b>	<i>EMERGING</i>	<i>EMERGING</i>	<b>7.2 OTA</b> Describe the characteristics of home to gain an understanding of physical features.	<b>7.2 PK.A</b> Describe the characteristics of home and frequently visited locations to gain an understanding of physical features.	<b>7.2 K.A</b> Describe the characteristics of homes and businesses located in the community to gain an understanding of physical features.	<b>7.2 1.A</b> Identify physical characteristics in the community and region.	<b>7.2 2.A</b> Identify the physical characteristics of places.
<b>B. Physical Processes</b>					<b>7.2 K.B</b> Identify land and water forms.	<b>7.2 1.B</b> Identify the basic physical processes that affect the physical characteristics of places.	<b>7.2 2.B</b> Identify the basic physical processes that affect the physical characteristics of regions.

## Geography

### STANDARD AREA 7.3 – Human Characteristics of Places and Regions

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2
<b>A. Human Characteristics</b>					<b>7.3 K.A</b> Describe how weather affects daily life.	<b>7.3 1.A</b> Identify the local climate and how it determines the way people live.	<b>7.3 2.A</b> Identify the effect of local geography on the residents of the region. (e.g., food, clothing, industry, trade, types of shelter, etc.)

## Geography

### STANDARD AREA 7.4 – Interactions Between People and the Environment

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2
<b>A. Impact of Physical Systems on People</b>					<b>7.4 K.A</b> Identify local bodies of water and landforms to gain an understanding of their impact on the local community.	<b>7.4 1.A</b> Describe how lakes, rivers, and streams impact people.	<b>7.4 2.A</b> Identify how environmental changes can impact people.

# History

## STANDARD AREA 8.1 – Historical Analysis and Skills Development

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2
<b>A. Continuity and Change over Time</b>	<b>8.1 I.A</b> Anticipate next step of a familiar routine or activity.	<b>8.1 Y.T.A</b> Know the sequence of familiar routines.	<b>8.1 O.T.A</b> Identify and complete the sequence of familiar routines and tasks.	<b>8.1 P.K.A</b> Identify a sequence of events through a day.	<b>8.1 K.A</b> Identify chronological sequence through days, weeks, months, and years (calendar time).	<b>8.1 1.A</b> Demonstrate an understanding of chronology.	<b>8.1 2.A</b> Read and interpret information on simple timelines.
<b>B. Fact/Opinion and Points of View</b>					<b>8.1 K.B</b> With guidance and support, differentiate facts from opinions as related to an event.	<b>8.1 1.B</b> Identify a problem or dilemma surrounding an event.	<b>8.1 2.B</b> Identify documents relating to an event.
<b>C. Research</b>				<b>8.1 P.K.C</b> Understand that information comes from many sources such as books, computers, and newspapers.	<b>8.1 K.C</b> Explain how to locate information in a source.	<b>8.1 1.C</b> Identify sources of historical information.	<b>8.1 2.C</b> Apply sources of historical information.

# History

## STANDARD AREA 8.2 – Pennsylvania History

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2
<b>A. Contributions of Individuals and Groups (PA)</b>					<b>8.2 K.A</b> Identify people in authority.	<b>8.2 1.A</b> Identify groups of people who contribute to a community.	<b>8.2 2.A</b> Identify historical figures in the local community.
<b>B. Historical Documents, Artifacts, and Places (PA)</b>					<b>8.2 K.B</b> Examine photographs of documents, artifacts, and places unique to Pennsylvania.	<b>8.2 1.B</b> Identify symbols, slogans, or mottos that are representative of the state.	<b>8.2 2.B</b> Identify important buildings, statues, and monuments associated with the state's history.



<b>C.</b> Impact of Continuity and Change on PA History	[Hatched Area]			<b>8.2 1.C</b> Identify holiday and cultural celebrations in a community and why they are celebrated.	<b>8.2 2.C</b> Identify how commerce and industry and social organizations have changed over time in Pennsylvania.
<b>D.</b> Conflict and Cooperation (PA)	[Hatched Area]			<b>8.2 K.D</b> Demonstrate an understanding of conflict.	<b>8.2 1.D</b> Identify historical conflict in the community.
	[Hatched Area]				<b>8.2 2.D</b> Identify how conflict is impacted by ethnicity and race, working conditions, immigration, military conflict, and economics.

## History

### STANDARD AREA 8.3 – United States History

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2
<b>A.</b> Contributions of Individuals and Groups (U.S.)	[Hatched Area]				<b>8.3 K.A</b> Identify American people related to national holidays.	<b>8.3 1.A</b> Identify Americans who played a significant role in American history.	<b>8.3 2.A</b> Identify groups and organizations and their contributions to the United States.
<b>B.</b> Historical Documents, Artifacts, and Places (U.S.)	[Hatched Area]				<b>8.3 K.B</b> Identify documents and artifacts important to the classroom community.	<b>8.3 1.B</b> Identify American landmarks and their significance.	<b>8.3 2.B</b> Identify American artifacts and their importance in American history.
<b>C.</b> Impact of Continuity and Change on U.S. History	[Hatched Area]				<b>8.3 K.C</b> Demonstrate an understanding of time order.	<b>8.3 1.C</b> Identify examples of change.	<b>8.3 2.C</b> Identify facts related to how different people describe the same event at different time periods.
<b>D.</b> Conflict and Cooperation (U.S.)	[Hatched Area]					<b>8.3 1.D</b> Identify conflict and describe ways to cooperate with others by making smart choices.	<b>8.3 2.D</b> Demonstrate an understanding of how different groups describe the same event or situation.

# History

## STANDARD AREA 8.4 – World History

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2
<b>A. Contributions of Individuals and Groups (World)</b>					<b>8.4 K.A</b> Explain how cultures celebrate.	<b>8.4 1.A</b> Explain why cultures celebrate.	<b>8.4 2.A</b> Explain why cultures have commemorations and remembrances.
<b>B. Historical Documents, Artifacts, and Places (World)</b>					<b>8.4 1.B</b> Explain the importance of world landmarks.	<b>8.4 2.B</b> Explain the significance of historical documents on world history.	
<b>C. Impact of Continuity and Change on World History</b>					<b>8.4 K.C</b> Identify different celebrations of different cultures from around the world.	<b>8.4 1.C</b> Identify holidays and ceremonies of selected world cultures.	<b>8.4 2.C</b> Identify how cultures have commemorations and remembrances.
<b>D. Conflict and Cooperation (World)</b>					<b>8.4 K.D</b> Demonstrate an understanding of conflict and cooperation.	<b>8.4 1.D</b> Describe examples of conflict and cooperation in the classroom community.	<b>8.4 2.D</b> Identify global issues that require cooperation among nations.

# CREATIVE THINKING AND EXPRESSION

## STANDARD AREA 9.1.M Production and Performance – Music and Movement

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2
<b>A. Elements and Principles</b>	<i>EMERGING</i>	<b>9.1.M YT.A.</b> Demonstrate an understanding of basic elements of music and movement.	<b>9.1.M OT.A</b> Know and use basic elements of music and movement.	<b>9.1.M PK.A</b> Know and use basic elements and principles of music and movement.	<b>9.1.M K.A</b> Know and use basic elements and principles of music and movement.	<b>9.1.M 1.A</b> Know and use basic elements and principles of music and movement.	<b>9.1.M 2.A</b> Know and use basic elements and principles of music and movement.
<b>B. Demonstration</b>	<b>9.1.M 1.B</b> Respond to music.	<b>9.1.M YT.B</b> Respond to music.	<b>9.1.M OT.B</b> Respond to and communicate about music.	<b>9.1.M PK.B</b> Respond to different types of music and dance through participation and discussion.	<b>9.1.M K.B</b> Respond to different types of music and dance through participation and discussion.	<b>9.1.M 1.B</b> Perform different forms of music and dance.	<b>9.1.M 2.B</b> Create and perform different forms of music and dance.
<b>E. Representation</b>	<b>9.1.M 1.E</b> Express self through music and dance.	<b>9.1.M YT.E</b> Respond to music and dance.	<b>9.1.M OT.E</b> Respond to and communicate about music and dance.	<b>9.1.M PK.E</b> Use imagination and creativity to express self through music and dance.	<b>9.1.M K.E</b> Use imagination and creativity to express self through music and dance.	<b>9.1.M 1.E</b> Use imagination and creativity to perform music and dance.	<b>9.1.M 2.E</b> Use imagination and creativity to design and perform music and dance.
<b>J. Technologies</b>	<b>9.1.M 1.J</b> Use technologies for producing music.	<b>9.1.M YT.J</b> Use a variety of technologies for producing music or performing movements.	<b>9.1.M OT.J</b> Use a variety of technologies for producing music or performing movements.	<b>9.1.M PK.J</b> Use a variety of technologies for producing or performing works of art.	<b>9.1.M K.J</b> Use a variety of technologies for producing or performing works of art.	<b>9.1.M 1.J</b> Use a variety of technologies for producing or performing works of art.	<b>9.1.M 2.J</b> Use a variety of technologies for producing or performing works of art.

## STANDARD AREA 9.1.D Production and Performance – Dramatic and Performance Play

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2
<b>B. Demonstration</b>	<b>9.1.D 1.B</b> Act out familiar scenarios.	<b>9.1.D YT.B</b> Act out familiar scenarios using objects with intended purpose.	<b>9.1.D OT.B</b> Explore real or make-believe scenarios through dramatic play.	<b>9.1.D PK.B</b> Recreate a dramatic play experience for an audience.	<b>9.1.D K.B</b> Recreate a dramatic play experience for an audience.	<b>9.1.D 1.B</b> Recreate a familiar story individually or cooperatively for an audience.	<b>9.1.D 2.B</b> Create and perform plays and productions.
<b>E. Representation</b>	<i>EMERGING</i>	<i>EMERGING</i>	<b>9.1.D OTE</b> Use imagination and creativity to express self through dramatic play.	<b>9.1.D PKE</b> Use imagination and creativity to express self through dramatic play.	<b>9.1.D KE</b> Use imagination and creativity to express self through dramatic play.	<b>9.1.D 1.E</b> Use imagination and creativity to express self through dramatic play.	<b>9.1.D 2.E</b> Identify the difference between a play designed to teach the facts and one designed to communicate a story, emotion, or theme.

## STANDARD AREA 9.1.V Production and Performance – Visual Arts

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2
<b>A. Elements and Principles</b>	<i>EMERGING</i>	<b>9.1.V YTA.</b> Demonstrate an understanding of basic elements of visual arts.	<b>9.1.V OTA</b> Know and use basic elements of visual arts.	<b>9.1.V PK.A</b> Know and use basic elements of visual arts.	<b>9.1.V KA</b> Know and use basic elements of visual arts.	<b>9.1.V 1.A</b> Know and use basic elements of visual arts.	<b>9.1.V 2.A</b> Know and use basic elements of visual arts.
<b>B. Demonstration</b>	<b>9.1.V 1.B</b> Combine a variety of materials to engage in the process of art.	<b>9.1.V YT.B</b> Combine a variety of materials to engage in the process of art.	<b>9.1.V OT.B</b> Combine a variety of materials to engage in the process of art.	<b>9.1.V PK.B</b> Combine a variety of materials to create a work of art.	<b>9.1.V K.B</b> Combine a variety of materials to create a work of art.	<b>9.1.V 1.B</b> Create works of art and identify art materials, techniques, and processes.	<b>9.1.V 2.B</b> Create works of art inspired by the styles and materials of other artists.
<b>E. Representation</b>	<i>EMERGING</i>	<i>EMERGING</i>	<b>9.1.M OTE</b> Use imagination and creativity to express self through the process of art.	<b>9.1.V PKE</b> Use imagination and creativity to express self through visual arts.	<b>9.1.V KE</b> Use imagination and creativity to express self through visual arts.	<b>9.1.V 1.E</b> Use imagination and creativity to express self through visual arts.	<b>9.1.V 2.E</b> Use imagination and creativity to express self through visual arts.
<b>J. Technologies</b>	<b>9.1.V 1J</b> Use technologies in the process of creating art.	<b>9.1.V YTJ</b> Use a variety of technologies in the process of creating art.	<b>9.1.V OTJ</b> Use a variety of technologies in the process of creating art.	<b>9.1.V PKJ</b> Use a variety of technologies for producing works of art.	<b>9.1.V KJ</b> Use a variety of technologies for producing works of art.	<b>9.1.V 1J</b> Use a variety of technologies for producing works of art.	<b>9.1.V 2J</b> Use a variety of technologies for producing works of art.

## STANDARD AREA 9.2 Historical and Cultural Context of Works of Art

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2
<b>D. Perspective</b>				<b>9.2 PK.D</b> Explain that instruments or art forms represent cultural perspectives.	<b>9.2 K.D</b> Explain that instruments or art forms represent cultural perspectives.	<b>9.2 1.D</b> Identify the historical and cultural context of works of art.	<b>9.2 2.D</b> Describe the historical and cultural context of works of art.

## STANDARD AREA 9.3 Critical Response to Works of Art

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2
<b>F. Identification</b>	<b>9.3 I.F</b> Explore a variety of art forms.	<b>9.3 YT.F</b> Engage with a variety of art forms.	<b>9.3 OT.F</b> Communicate about a variety of art forms.	<b>9.3 PK.F</b> Recognize and name a variety of art forms.	<b>9.3 K.F</b> Recognize and name a variety of art forms.	<b>9.3 1.F</b> Categorize and classify works of art.	<b>9.3 2.F</b> Use critical processes (e.g., compare, contrast) to examine works of art.
<b>G. Critical Response</b>	<b>9.3 I.G</b> Respond to various art forms.	<b>9.3 YT.G</b> Show interest in others' artistic expressions.	<b>9.3 OT.G</b> Comment on characteristics of others' artistic expressions.	<b>9.3 PK.G</b> Formulate and share an opinion about others' art products.	<b>9.3 K.G</b> Formulate and share an opinion about one's own work and that of others.	<b>9.3 1.G</b> Compare and contrast the characteristics of works of art.	<b>9.3 2.G</b> Recognize that works of art have meaning.

## STANDARD AREA 9.4 Aesthetic Response to Works of Art

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2
<b>B. Emotional Response</b>				<b>9.4 PK.B</b> Demonstrate an emotional response to viewing or creating various works of art.	<b>9.4 K.B</b> Demonstrate an emotional response to viewing or creating various works of art.	<b>9.4 1.B</b> Demonstrate and discuss feelings about various works of art.	<b>9.4 2.B</b> Examine and communicate an informed individual opinion about the meaning of works of arts.

# HEALTH, WELLNESS, AND PHYSICAL DEVELOPMENT

## STANDARD AREA 10.1 Concepts of Health

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2
<b>B. Interaction of Body Systems</b>	<b>10.1 I.B</b> Locate basic body parts when named by an adult.	<b>10.1 YT.B</b> Locate basic body parts when asked.	<b>10.1 OT.B</b> Identify and locate basic body parts.	<b>10.1 PK.B</b> Identify and locate body parts.	<b>10.1 K.B</b> Identify and describe functions of basic body parts and organs.	<b>10.1 1.B</b> Identify and describe functions of basic body parts and organs.	<b>10.1 2.B</b> Identify and describe functions of major body organs and systems.
<b>C. Nutrition</b>	<i>EMERGING</i>	<i>EMERGING</i>	<b>10.1 OT.C</b> Participate in experiences related to healthy food choices.	<b>10.1 PK.C</b> Identify foods that keep our bodies healthy.	<b>10.1 K.C</b> Identify foods that keep our bodies healthy.	<b>10.1 1.C</b> Identify foods that keep our bodies healthy.	<b>10.1 2.C</b> Identify foods and the roles they have in keeping our bodies healthy.
<b>D. Alcohol, Tobacco, and Chemical Substances</b>				<b>10.1 PK.D</b> Identify and discuss the purposes of medicine.	<b>10.1 K.D</b> Distinguish between healthy and unhealthy behaviors.	<b>10.1 1.D</b> Distinguish between healthy and unhealthy behaviors.	<b>10.1 2.D</b> Distinguish between healthy and unhealthy behaviors.
<b>E. Health Problems and Disease Prevention</b>				<b>10.1 PK.E</b> Identify and discuss common health problems.	<b>10.1 K.E</b> Identify and discuss common health problems and risk factors.	<b>10.1 1.E</b> Identify and discuss common health problems and risk factors.	<b>10.1 2.E</b> Identify and discuss common health problems and risk factors.

## STANDARD AREA 10.2 Healthful Living

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2
<b>A. Health Practices, Products, and Services</b>	<b>10.2 I.A</b> Participate in fundamental practices for good health.	<b>10.2 Y.T.A</b> Engage in fundamental practices for good health.	<b>10.2 O.T.A</b> Discuss fundamental practices for good health.	<b>10.2 P.K.A</b> Identify fundamental practices for good health.	<b>10.2 K.A</b> Identify fundamental practices for good health.	<b>10.2 1.A</b> Identify fundamental practices for good health.	<b>10.2 2.A</b> Identify personal hygiene practices and community helpers for good health.
<b>E. Health and the Environment</b>				<b>10.2 P.K.E</b> Identify environmental factors that affect health.	<b>10.2 K.E</b> Identify environmental factors that affect health.	<b>10.2 1.E</b> Identify environmental factors that affect health.	<b>10.2 2.E</b> Identify environmental factors that affect health.

## STANDARD AREA 10.3 Safety and Injury Prevention

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2
<b>A. Safe and Unsafe Practices</b>	<b>10.3 I.A</b> Respond to basic safety words.	<b>10.3 Y.T.A</b> Cooperate with basic safety practices.	<b>10.3 O.T.A</b> Use and communicate about basic safety practices.	<b>10.3 P.K.A</b> Recognize safe and unsafe practices.	<b>10.3 K.A</b> Recognize safe and unsafe practices.	<b>10.3 1.A</b> Recognize safe and unsafe practices.	<b>10.3 2.A</b> Recognize safe and unsafe practices.
<b>B. Emergency Responses</b>				<b>10.3 P.K.B</b> Recognize emergency situations and discuss appropriate responses.	<b>10.3 K.B</b> Recognize emergency situations and discuss appropriate responses.	<b>10.3 1.B</b> Recognize emergency situations and discuss appropriate responses.	<b>10.3 2.B</b> Recognize emergency situations and discuss appropriate responses.

## STANDARD AREA 10.4 Physical Activity – Gross Motor Coordination

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2
<b>A. Control and Coordination</b>	<b>10.4 I.A</b> Develop control of the body.	<b>10.4 YT.A</b> Control and coordinate the movement of the body.	<b>10.4 OT.A</b> Combine and coordinate body movement.	<b>10.4 PK.A</b> Demonstrate coordination of body movements in active play.	<b>10.4 K.A</b> Demonstrate coordination of purposeful body movements.	<b>10.4 1.A</b> Demonstrate coordination of purposeful body movements.	<b>10.4 2.A</b> Demonstrate coordination of purposeful body movements.
<b>B. Balance and Strength</b>	<b>10.4 I.B</b> Exhibit strength and balance in stationary body movements.	<b>10.4 YT.B</b> Exhibit balance and strength when moving from place to place.	<b>10.4 OT.B</b> Demonstrate balance and strength when performing gross motor activities.	<b>10.4 PK.B</b> Exhibit balance while moving on the ground or using equipment.	<b>10.4 K.B</b> Exhibit balance, strength, stamina, and agility.	<b>10.4 1.B</b> Exhibit balance, strength, stamina, and agility.	<b>10.4 2.B</b> Exhibit balance, strength, stamina, and agility.

## STANDARD AREA 10.5 Concepts, Principles, and Strategies of Movement – Fine Motor Coordination

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2
<b>A. Strength, Coordination, and Muscle Control</b>	<b>10.5 I.A</b> Use fingers and hands to accomplish actions.	<b>10.5 YT.A</b> Coordinate use of fingers, hands, and wrists to accomplish actions.	<b>10.5 OT.A</b> Coordinate use of fingers, hands, and wrists to accomplish actions.	<b>10.5 PK.A</b> Use hands, fingers and wrists to manipulate objects.	<b>10.5 K.A</b> Use dexterity and strength to manipulate objects.	<b>10.5 1.A</b> Use dexterity and strength to manipulate objects.	<b>10.5 2.A</b> Use dexterity and strength to manipulate objects.
<b>B. Eye/Hand Coordination</b>	<b>10.5 I.B</b> Use eye and hand coordination to perform a task.	<b>10.5 YT.B</b> Coordinate eye and hand movements to perform a task.	<b>10.5 OT.B</b> Coordinate eye and hand movements to perform a task.	<b>10.5 PK.B</b> Coordinate eye and hand movements to perform a task.	<b>10.5 K.B</b> Coordinate eye and hand movements to perform an advanced task.	<b>10.5 1.B</b> Coordinate eye and hand movements to perform an advanced task.	<b>10.5 2.B</b> Coordinate eye and hand movements to perform an advanced task.
<b>C. Use of Tools</b>	<b>10.5 I.C</b> Manipulate basic tools.	<b>10.5 YT.C</b> Use basic tools.	<b>10.5 OT.C</b> Use basic tools demonstrating refined skill.	<b>10.5 PK.C</b> Use tools that require use of fingers, hands, and/or wrists to accomplish a task.	<b>10.5 K.C</b> Use tools with control and skill to perform tasks.	<b>10.5 1.C</b> Use tools with control and skill to perform tasks.	<b>10.5 2.C</b> Use tools with control and skill to perform tasks.





## STANDARD AREA 16.2 Establishing and Maintaining Relationships

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2
<b>A. Relationships – Trust and Attachment</b>	<b>16.2 I.A</b> Show affection and bond with familiar adults.	<b>16.2 Y.T.A</b> Use trusted adult as a secure base from which to explore the environment.	<b>16.2 O.T.A</b> Develop relationships that extend beyond trusted adults.	<b>16.2 P.K.A</b> Interact with peers and adults in a socially acceptable manner.	<b>16.2 K.A</b> Interact with peers and adults in a socially acceptable manner.	<b>16.2 1.A</b> Establish relationships that are positive and supportive of others.	<b>16.2 2.A</b> Establish relationships that are positive and supportive of others.
<b>B. Diversity</b>	<b>16.2 I.B</b> Notice differences in others.	<b>16.2 Y.T.B</b> Recognize similarities and differences between self and others.	<b>16.2 O.T.B</b> Communicate about similarities and differences between self and others.	<b>16.2 P.K.B</b> Identify similarities and differences between self and others.	<b>16.2 K.B</b> Identify similarities and differences between self and others.	<b>16.2 1.B</b> Recognize and tolerate the uniqueness of all people in all situations.	<b>16.2 2.B</b> Recognize and tolerate the uniqueness of all people in all situations.
<b>C. Communication</b>	<b>16.2 I.C</b> Use sounds and gestures as a form of reciprocal communication.	<b>16.2 Y.T.C</b> Use sounds, gestures, and words as a form of reciprocal communication.	<b>16.2 O.T.C</b> Engage in reciprocal conversations and interactions with peers and adults.	<b>16.2 P.K.C</b> Engage in reciprocal communication with adults and peers.	<b>16.2 K.C</b> Engage in reciprocal communication with adults and peers.	<b>16.2 1.C</b> Explain the impact of communication on interactions with others.	<b>16.2 2.C</b> Explain the impact of communication on interactions with others.
<b>D. Managing Interpersonal Conflicts</b>	<b>16.2 I.D</b> Express emotion relating to a conflict.	<b>16.2 Y.T.D</b> Express emotion relating to a conflict.	<b>16.2 O.T.D</b> Communicate about a conflict and seek help to solve.	<b>16.2 P.K.D</b> Recognize that conflict occurs and distinguish between appropriate and inappropriate ways to resolve conflict. <i>*See also 5.2 P.K.B</i>	<b>16.2 K.D</b> Recognize that conflict occurs and distinguish between appropriate and inappropriate ways to resolve conflict. <i>*See also 5.2 K.B</i>	<b>16.2 1.D</b> Identify and apply appropriate ways to resolve conflict.	<b>16.2 2.D</b> Identify and apply appropriate ways to resolve conflict.
<b>E. Support – Asking for Help</b>	<b>16.2 I.E</b> Indicate needs through vocalizations and body movements.	<b>16.2 Y.T.E</b> Communicate needs.	<b>16.2 O.T.E</b> Ask for help when needed.	<b>16.2 P.K.E</b> Ask for and accept offers of help when needed or appropriate.	<b>16.2 K.E</b> Ask for and accept offers of help when needed or appropriate.	<b>16.2 1.E</b> Determine who, when, where, or how to seek help for solving problems.	<b>16.2 2.E</b> Determine who, when, where, or how to seek help for solving problems.

## STANDARD AREA 16.3 Decision-Making and Responsible Behavior

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2
<b>A. Decision-Making Skills</b>	<b>16.3 IA</b> Demonstrate preference for specific objects and people.	<b>16.3 YTA</b> Make simple choices.	<b>16.3 OTA</b> Recognize the consequences of choices.	<b>16.3 PK.A</b> Interpret the consequences of choices.	<b>16.3 K.A</b> Interpret the consequences of choices.	<b>16.3 1.A</b> Recognize that there are consequences for every decision which are the responsibility of the decision-maker.	<b>16.3 2.A</b> Recognize that there are consequences for every decision which are the responsibility of the decision-maker.
<b>B. Under- standing Social Norms – Social Identity</b>	<b>16.3 IB</b> Respond to adult guidance about behavior.	<b>16.3 YT.B</b> Demonstrate basic understanding of rules.	<b>16.3 OT.B</b> Follow basic rules.	<b>16.3 PK.B</b> Recognize there are socially acceptable ways to behave in different places.	<b>16.3 K.B</b> Recognize there are socially acceptable ways to behave in different places.	<b>16.3 1.B</b> Demonstrate knowledge of how social norms affect decision-making and behavior.	<b>16.3 2.B</b> Demonstrate knowledge of how social norms affect decision-making and behavior.
<b>C. Responsible Active Engagement – Empathy</b>	<b>16.3 IC</b> React to others' expressions of emotion.	<b>16.3 YTC</b> Engage in empathy and compassion in some situations.	<b>16.3 OTC</b> Demonstrate empathy and compassion for others.	<b>16.3 PK.C</b> Actively engage in assisting others when appropriate.	<b>16.3 K.C</b> Actively engage in assisting others when appropriate.	<b>16.3 1.C</b> Actively engage in creating an environment that encourages healthy relationships.	<b>16.3 2.C</b> Actively engage in creating an environment that encourages healthy relationships.

