

# **PRESTON PUBLIC SCHOOLS**

## **Preschool Curriculum**

### **2015 Revision**

**Mission Statement:** The Preston Preschool Program is committed to providing young children with the skills and behaviors needed to successfully transition into kindergarten. By engaging in free play, varied activities and centers, children develop thinking, reasoning and questioning skills while discovering themselves as learners. Indoor and outdoor investigations allow students to learn about the world around them and to begin to understand how they fit within that world. Adult modeling, guidance and scaffolding provides students with individual and group learning experiences appropriate to their developmental needs. Individual experiences are supported while a sense of community is fostered through cooperation, shared responsibility and respect for diversity. Language-rich activities enable students to develop vocabulary and language structures which will allow them to communicate their thoughts and ideas and interpret the meaning of others. Pre-literacy and numeracy skills are developed through connections to print and speech sounds as well as activities that familiarize students with letters and numbers. Children are encouraged to express themselves with varied art media, music and movement. Opportunities to engage in physical activity are provided every day in order to develop balance, strength and coordination, and students are exposed to healthy eating and hygiene practices. The overall goal of the Preston Preschool Program is to instill in young children an appreciation of learning and provide them with the necessary skills to engage in further learning. This goal extends beyond the classroom and playground to our children's families, since the relationships created with preschool become the basis for home-school connections throughout each child's educational journey.

The following curriculum revision aligns with the Connecticut Early Learning and Development Standards and prepares students for engagement with Common Core State Standards when they transition to kindergarten.

#### Preschool Curriculum Revision Committee:

Heather Anderson, Speech Language Pathologist

Gloria Berek, Preschool Teacher

Elizabeth Mattern, Preschool Teacher

Ivy K. Davis-Tomczuk, Curriculum Director

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**Cognition**

*Strand A: Early learning experiences will support children to develop effective approaches to learning.*

<b>Learning Progression</b>	<b>24-36 Months</b>	<b>3 to 4 Years</b>	<b>4 to 5 Years</b>	<b>Assessment</b>
Curiosity and Initiative	(C.36.1) Ask questions and seek answers from a variety of sources.	(C.48.1) Explore and investigate a variety of experiences and topics using different materials.	(C.60.1) Investigate ways to make something happen.	--P&S 1 – Shows self-direction with range of materials. --COG 1 – Engages in scientific inquiry.
Engagement with Environment, People, and Objects	(C.36.2) Maintain interest in self-selected activities and may seek to engage others or ask questions.	(C.48.2) Maintain interest in exploring specific topics over time.	(C.60.2) Express interest in learning about a specific topic over time.	--P&S 1 – Shows self-direction with range of materials. --P&S 2 – Sustains attention to task/goal that child has set out to accomplish.
			(C.60.3) Engage in preferred and some non-preferred activities for longer periods of time. Remain with some high interest activities 15 minutes or longer.	
Eagerness to Learn	(C.36.3) Demonstrate enthusiasm for new learning (may be within familiar contexts).	(C.48.3) Seek out new challenges and novel experiences.	(C.60.4) Show pride in accomplishment when reaching mastery of a skill and share experiences with others.	--P&S 1 – Shows self-direction with range of materials.
Cooperation with Peers in Learning Experiences	N/A	(C.48.4) Engage in and complete learning activities with peers.	(C.60.5) Plan and complete learning activity with a peer.	--P&S 3 – Participates in teacher-led group activities. --P&S 7 – Interacts cooperatively with peers.
		(C.48.5) Help and cooperate in group.	(C.60.6) Model or teach peers how to use materials or complete a task.	

*Strand B: Early learning experiences will support children to use logic and reasoning.*

<b>Learning Progression</b>	<b>24-36 Months</b>	<b>3 to 4 Years</b>	<b>4 to 5 Years</b>	<b>Assessment</b>
Cause and Effect	(C.36.4) Vary actions to observe different results (e.g., hit lever harder to see if result changes).	(C.48.6) Manipulate materials and communicate about the impact of own actions.	(C.60.7) Try multiple uses of same materials and observe differing results.	--COG 1 – Engages in scientific inquiry.
Attributes, Sorting, and Patterns	(C.36.5) Identify differences between objects across multiple characteristics (e.g., texture, color, shape, size).	(C.48.7) Identify similarities and differences in objects, people, events, sounds based on one attribute (e.g., same or different colors, loud or soft sound).	(C.60.8) Compare relative attributes of objects, people, events, sounds (e.g., louder, more, less).	--COG 3 – Sorts objects. --COG 4 – Recognizes and makes patterns. --COG 5 – Compares and orders objects and events. --Observation and language sample (i.e., during specials, based on daily schedule).
		(C.48.8) Recognize patterns in routines, objects and/or sounds and replicate sequence using objects or language.	(C.60.9) Use familiar patterns to solve problems and reason (e.g., if we go to the library every other day and we went yesterday, today we will...).	
			(C.60.10) Begin to question accuracy of information and sources as evidenced by sharing conflicting information from another source (e.g., when the teacher shares information with class, says, “But my dad says...”).	
Problem Solving	(C.36.6) Use objects in new and unexpected ways to solve problems through trial and error.	(C.48.9) Think of and try an alternative strategy when a first attempt at solving a problem is unsuccessful.	(C.60.11) Try multiple strategies to solve a problem and draw on multiple resources (e.g., look at what a peer is doing for ideas).	--COG 2 – Uses a variety of strategies to solve problems.
	(C.36.7) Use spatial relationships to solve problems (e.g., fit pieces into puzzle).			

Symbolic Representation	(C.36.8) Use a similar object to represent another object in play (e.g., pretend a pencil is a spoon).	(C.48.10) Use or make a prop to represent an object (e.g., build a telephone).	(C.60.12) Use dissimilar objects to represent other objects in play or perform an action with an imaginary object (e.g., use stirring action without anything in hand).	--CRE 1 – Builds and constructs to represent own ideas. --CRE 2 – Draws and paints to represent own ideas. --CRE 3 – Represents experiences and fantasies in pretend play. --Observation during blocks and dramatic play areas and table toys.
	(C.36.9) Act out relational roles in play (e.g., mom or dad with baby).	(C.48.11) Act out actions or scenarios involving familiar roles (e.g., teacher, doctor, firefighter).	(C.60.13) Engage in extended pretend play scenarios and display recognition of the difference between pretend or fantasy situations and reality.	
		(C.48.12) Represent people, places, or things through simple drawings, movements and three-dimensional construction.	(C.60.14) Represent people, places, or things through drawings, movements and/or three-dimensional constructions that are increasingly abstract (e.g., may draw a map that includes an “X” that marks the location of the treasure).	

*Strand C: Early learning experiences will support children to strengthen executive function.*

<b>Learning Progression</b>	<b>24-36 Months</b>	<b>3 to 4 Years</b>	<b>4 to 5 Years</b>	<b>Assessment</b>
Choosing and Planning	(C.36.10) Make choices based on preferences.	(C.48.13) With adult assistance, choose activities and plan what to do.	(C.60.15) Make a plan, follow through and review plan based on what they actually did. Indicate reasons for choice, set goals, and follow plan.	--P&S 1 – Shows self-direction with range of materials.
Task Persistence	(C.36.11) Complete self-selected short-term activities many times to gain mastery.	(C.48.14) Continue working through moderately difficult activities, despite some frustration.	(C.60.16) Complete longer term and more complex tasks with a focus on the goal, despite frustration.	--P&S 2 – Sustains attention to task/goal that child has set out to accomplish. --COG 2 – Uses a variety of

				strategies to solve problems.
Cognitive Flexibility	(C.36.12) Realize when something is not working and with adult assistance can try another approach.	(C.48.15) With adult assistance, stop and consider alternatives when encountering a problem.	(C.60.17) Generate or seek out multiple solutions to a problem.	--COG 2 – Uses a variety of strategies to solve problems.
Working Memory	(C.36.13) Remember where recently used objects were placed.	(C.48.16) Engage in games that involve remembering (e.g., memory).	(LR.60.18) Hold in mind the topic of group discussion and contribute personal experience (e.g., when talking about something that is broken says, “My mom used a screwdriver to fix our shelf.”).	--Observation during group activity. --Discussion/response during What’s Missing activity. --Peer discussions (i.e., during lunch/snack).
Regulation of Attention and Impulses	(C.36.14) Maintain focus on high-interest activities in the face of routine distractions.	(C.48.17) Maintain focus on high-interest activities in the face of minor social or sensory distractions.	(C.60.19) Engage in preferred and some non-preferred activities for longer periods of time. Remain with some high-interest activities 15 minutes or longer.	--P&S 2 – Sustains attention to task/goal that child has set out to accomplish. --P&S 3 – Participates in teacher-led group activities. --Observation at group meeting.
	(C.36.15) With adult support, resist impulses in structured settings for brief, but increasing periods of time.	(C.48.18) With adult reminders can briefly inhibit initial response (e.g., stop imitating inappropriate behaviors of peers, wait turn to respond to question or prompt in group setting).	(C.60.20) Typically resists impulses and can wait longer to respond in more structured settings (e.g., at a restaurant, in circle time in preschool).	

### Social and Emotional Development

*Strand A: Early learning experiences will support children to develop trusting healthy attachments and relationships with primary caregivers.*

<b>Learning Progression</b>	<b>24-36 Months</b>	<b>3 to 4 Years</b>	<b>4 to 5 Years</b>	<b>Assessment</b>
Trusting Relationships	(SE.36.1) Approach caregivers for support and comfort, particularly during stressful or frustrating situations.	(SE.48.1) Engage in interactions with less familiar adults.	(SE.60.1) Seek help and approval from a wider array of adults in trusted roles.	--Description provided for Adjustment to Program/Relationships with Adults section of the CT Early Learning and Development Standards.
Managing Separation	(SE.36.2) Manage most separations without distress and adjust to new settings with support from a trusted adult.	(SE.48.2) Manage most separations without distress and adjust to new settings in the presence of trusted adult.	(SE.60.2) Through expanding relationships with adults (e.g., teacher, play group leader, friends' caregivers), exhibit comfort in exploring more new settings, although they may need to periodically check-in with a familiar adult.	--Description provided for Adjustment to Program/Relationships with Adults section of the CT Early Learning and Development Standards

*Strand B: Early learning experiences will support children to develop self-regulation.*

<b>Learning Progression</b>	<b>24-36 Months</b>	<b>3 to 4 Years</b>	<b>4 to 5 Years</b>	<b>Assessment</b>
Regulation of Emotions and Behavior	(SE.36.3) With adult support, use self-soothing techniques to calm.	(SE.48.3) Use strategies to self-soothe with limited adult support.	(SE.60.3) Use strategies to self-soothe across situations with minimal prompting and share strategies with peers or family.	--Response to instruction and problem-solving (i.e., during rest time, stay on mat).
			(SE.60.4) Demonstrate increased ability to consider the social standards of the environment when responding to their emotional state.	
Regulation of Impulses and Behavior	(SE.36.4) Begin to control behavior by responding to choice and limits provided by an adult.	(SE.48.4) With adult guidance and support, wait for short period of time to get something wanted (e.g., waiting for turn with a toy	(SE.60.5) Tolerate small levels of frustration and disappointment, displaying appropriate behavior with adult prompting and	--P&S 2 – Sustains attention to task/goal that child has set out to accomplish. --P&S 3 – Participates in

		or waiting for next step in daily routine).	support.	teacher-led group activities. --P&S 4 – Manages transitions, follows routines and rules.
	(SE.36.5) Make transitions and follow basic routines and rules with adult supervision.	(SE.48.5) Make transitions and follow basic schedule, routine, and rules with occasional reminders.	(SE.60.6) Initiate previously taught strategies to help delay gratification (e.g., sets up turn-taking with a peer, finds a book to read while waiting for a special activity). (SE.60.7) Recall and follow daily routines with little support, including adapting to change in rules and routines.	
<i>Strand C: Early learning experiences will support children to develop, express, recognize and respond to emotions</i>				
<b>Learning Progression</b>	<b>24-36 Months</b>	<b>3 to 4 Years</b>	<b>4 to 5 Years</b>	<b>Assessment</b>
Emotional Expression	(SE.36.6) Begin to communicate about feelings, including the cause and reaction to these feelings (e.g., “I miss my mommy. I sad,” “He mad you took his toy,” “I said so Papa hug me.”)	(SE.48.6) Express emotions experienced in typical daily routines (e.g., frustration at waiting, excitement about a favored activity, pride) through language and gesturing rather than physical ways.	(SE.60.8) Describe emotions and feelings to trusted adults and peers.	--P&S 5 – Uses words to express emotions or feelings.
Recognition and Response to Emotions in Others	(SE.36.7) Label a variety of emotions in pictures and others’ expressions.	(SE.48.7) Recognize, label, and respond to a wide variety of emotions in others.	(SE.60.9) Recognize and show acknowledgement of the feelings, needs, and rights of others through behavior (e.g., say “thank you,” share with others, notice issues of fairness).	--P&S 6 – Shows empathy and caring for others.
	(SE.36.8) Show awareness of appropriate responses to the emotional state of others (e.g., may occasionally comfort	(SE.48.8) Make connections between emotional reaction of others and own emotional experiences.	(SE.60.10) Begin to understand that different people may have different emotional reactions.	

	someone who is upset or may nurture a doll during dramatic play).			
<i>Strand D: Early learning experiences will support children to develop self-awareness, self-concept, and competence.</i>				
<b>Learning Progression</b>	<b>24-36 Months</b>	<b>3 to 4 Years</b>	<b>4 to 5 Years</b>	<b>Assessment</b>
Sense of Self	(SE.36.9) Identify self, family members, teacher, and some peers by name.	(SE.48.9) Refer to themselves by first and last name and identify some characteristics (e.g., gender, hair color, etc.) and skills.	(SE.60.11) Identify themselves as an individual and a part of a group by sharing individual characteristics and roles within the group (e.g., name family members and roles, name team members or classmates).	--P&S 9 – Recognizes similarities and appreciates differences.
Personal Preferences	(SE.36.10) May want to keep what belongs to them close by and often will not want to share.	(SE.48.10) Recognize and describe themselves in terms of basic preferences.	(SE.60.12) Describe self by referring to preferences, thoughts, and feelings.	--P&S 9 – Recognizes similarities and appreciates differences. --Observations during daily schedule.
Self-Concept and Competency	(SE.36.11) Regularly engage in familiar tasks. Begin to show independence by frequently attempting to do things on their own even when tasks are difficult for them.	(SE.48.11) Demonstrate confidence in a range of activities, routines, and tasks and take initiative in attempting unfamiliar tasks.	(SE.60.13) Demonstrate increased confidence and a willingness to take risks when attempting new tasks and making decisions regarding activities and materials.	--P&S 1 – Shows self-direction with range of materials. --Student reporting of accomplishment.
	(SE.36.12) Express feeling of pleasure over accomplishment and share this with others (e.g., “Look what I made.”)		(SE.60.14) Show pride in accomplishments and abilities.	

<i>Strand E: Early learning experiences will support children to develop social relationships.</i>				
Adult Relationships (see note below)	(SE.36.13) Enjoy sharing new experiences with familiar adults.	(SE.48.12) Communicate with familiar adults and accept or request guidance.	(SE.60.15) Typically use socially appropriate behavior with adults, such as helping, responding to limits, etc.	--P&S 3 – Participates in teacher-led group activities.
Note: Caregivers guide children during interactions with them, as well as other adults. Therefore, these markers of social relationships with adults are highly dependent upon child temperament, adult temperament, and adult’s guidance and regulation of interplay.				
Play/Friendship	(SE.36.14) Seek out other children and will interact with other children using common materials.	(SE.48.13) Interact with one or more children (including small groups) beginning to work together to build or complete a project.	(SE.60.16) Cooperate with peers through sharing and taking turns.	--P&S 6 – Shows empathy and caring for others. --P&S 7 – Interacts cooperatively with peers. --CRE 3 – Represents experiences and fantasies in pretend play. --Seeking peers for play. --Observation of developing friendships.
	(SE.36.15) Show preference for certain peers over time although these preferences may shift.	(SE.48.14) Interact with a variety of children in the program.	(SE.60.17) Show increasing investment in the responses and friendships of peers and modify behavior to enhance peer relationships.	
			(SE.60.18) Seek help from peers and offer assistance when it is appropriate.	
Conflict Resolution	N/A	(Se.48.15) Seek and accept adult help to solve conflicts with peers.	(SE.60.19) Engage in developing solutions and work to resolve conflicts with peers.	--P&S 8 – Works to resolve conflicts.

### Physical Development and Health

*Strand A: Early learning experiences will support children to develop gross motor skills.*

Learning Progression	24-36 Months	3 to 4 Years	4 to 5 Years	Assessment
Mobility*	(PH.36.1) Walk and run on various surfaces and level changes with balance and control of speed.	(PH.48.1) Walk up and down stairs alternating feet while carrying an object.	(PH.60.1) Alternate direction while running and stop easily without losing balance.	--PHY 1 – Uses coordinated large-muscle movements. --Observation of pace and alternating stairs (i.e., during library each week).
	(PH.36.2) Walk up and down stairs alternating feet on steps with railing held.			

\*Children may use adaptive equipment of an assistive device to achieve independence on these indicators.

Large Muscle Movement and Coordination	(PH.36.3) Catch and throw a playground ball with an adult a short distance away.	(PH.48.2) Combine several gross motor skills in an organized way, such as moving through an obstacle course or participating in a creative movement activity following directives.	(PH.60.2) Coordinate more complex movements with increasing control, balance, and accuracy (e.g., climbing on playground equipment, pumping a swing, bending, twisting, playing hopscotch, riding tricycle).	--PHY 1 – Uses coordinated large-muscle movements. --Checklist completed during motor group (by OT/PT). --Observation of use of playground/swings during recess.
	(PH.36.4) Jump with two feet.	(PH.48.3) Hop on one foot.		
	(PH.36.5) Kick a ball in a forward direction.	(PH.48.4) Kick ball at target a short distance away with accuracy and speed.		
		(PH.48.5) Throw small ball overhand at target a short distance away with accuracy.		

*Strand B: Early learning experiences will support children to develop fine motor skills.*

Learning Progression	24-36 Months	3 to 4 Years	4 to 5 Years	Assessment
Visual Motor Integration	(PH.36.6) Use common tools that require eye-hand coordination with precision and for their intended purpose (e.g., hammer peg, twist handle to open latch, put body parts on Mr.	(PH.48.6) Use smaller objects with precision (e.g., put small pegs in light board, use large needle to sew, use scissors to cut on curved line, etc.).	(PH.60.3) Use coordinated movements to manipulate materials, including cutting and drawing with control and using appropriate hand position to manipulate objects (e.g., thumb up	--PHY 2 – Uses coordinated small-muscle movements.

	Potato).		position while using scissors).	
Small Muscle Movement and Coordination	(PH.36.7) Use writing tools or paint objects with some control and purpose.	(PH.48.7) Use writing/drawing tools with increased precision to draw simple shapes, pictures, and/or letters. May have immature pencil grasp with 3-5 fingers on pencil shaft.	(PH.60.4) Have sufficient control of writing implements to copy simple forms or geometric shapes and write some letters (e.g., may write own name since these are most familiar). (PH.60.5) Use a mature pencil grasp with 3 fingers on writing implement.	--PHY 2 – Uses coordinated small-muscle movements. --COG 14 – Uses writing to convey meaning.
<i>Strand C. Early learning experiences will support children to acquire adaptive skills.</i>				
<i>NOTE: Consideration of cultural beliefs and preferences across these developmental progressions is critical.</i>				
Feeding Routines/Nutrition	(PH.36.8) Feed self with minimal spilling.	(PH.48.8) Pour liquid from a small pitcher.	(PH.60.6) Use butter knife to spread and cut. Open most containers to remove food.	--PHY 3 – Cares for self independently.
Safety and Responsibility	(PH.36.9) Tell several basic safety rules at home and in familiar settings (e.g., school, library, and playground). Bring other children's rule-breaking to the attention of adults.	(PH.48.9) Understand basic safety rules at home and in familiar settings (e.g., school, library, and playground). Generally follow rules and bring other children's rule-breaking to the attention of adults.	(PH.60.7) Understand the reason for most basic safety rules at home, in familiar settings, and in the community.	--Discussion/response to why questions related to themed units (i.e., dental hygiene, fire, healthy eating, etc.).
Dressing and Hygiene	(PH.36.10) Attempt to complete basic self-care routines (e.g., dressing, undressing, toileting, and washing) although may still need caregiver assistance.	(PH.48.10) Manage most aspects of dressing, toileting, hand washing, and tooth brushing independently with minimal caregiver reminders to guide and support.	(PH.60.8) Typically manage own dressing, toileting, and basic hygiene.	--PHY 3 – Cares for self independently.

*Strand D: Early learning experiences will support children to maintain physical health status and well-being.*

*NOTE: Consideration of cultural beliefs and preferences across these developmental progressions is critical.*

<b>Learning Progression</b>	<b>24-36 Months</b>	<b>3 to 4 Years</b>	<b>4 to 5 Years</b>	<b>Assessment</b>
Physical Activity	(PH.36.11) Demonstrate increasing strength and endurance sufficient to actively engage in a total of 60 minutes of physical activity spread over the course of a day.	(PH.48.11) Demonstrate increasing strength and endurance sufficient to actively engage in 60 minutes of moderate to vigorous physical activity spread over the course of a day.	(PH.60.9) Demonstrate increasing strength and endurance sufficient to actively engage in 60 minutes of moderate to vigorous physical activity spread over the course of a day.	--Observation during morning and afternoon recess.
Healthy Behaviors	(PH.36.12) Discuss healthy practices including hygiene, nutrition, and sleep.	(PH.48.12) Name examples of healthy practices including hygiene, nutrition, and sleep.	(PH.60.10) Identify healthy practices including hygiene, nutrition, and sleep.	--Assessed during themed units (i.e., healthy vs. unhealthy).

### Early Language, Communication, and Literacy

*Strand A: Early learning experiences will support children to understand language (receptive language).*

Learning Progression	24-36 Months	3 to 4 Years	4 to 5 Years	Assessment
Word Comprehension	(L.36.1) Demonstrate an understanding of an increased vocabulary, influenced by experiences and relationships.	(L.48.1) Understand words or signs for objects, actions, and visible attributes found frequently in both real and symbolic contexts.	(L.60.1) Understand an increasing variety and specificity of words for objects, actions, and attributes encountered in both real and symbolic contexts.	--COG 9 – Understands and participates in conversations.
			(L.60.2) Determine the meanings of unknown words/concepts using the context of conversations, pictures, or concrete objects.	
Language Comprehension	(L.36.2) Follow two-step directions.	(L.48.2) Understand increasingly complex sentences that include 2-3 concepts (e.g., “Put the blue paper under the box.”).	(L.60.3) Understand increasingly complex sentences that include 3-4 concepts (e.g., “Plants are living things that will not survive without soil, sunlight, and water.”).	--COG 9 – Understands and participates in conversations.
Vocabulary	(L.36.3) Use nouns and verbs to label experiences, actions, or events.	(L.48.3) Use accepted words for objects, actions, and attributes encountered frequently in both real and symbolic contexts.	(L.60.4) Use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts.	--COG 8 – Uses complex sentences and vocabulary to describe ideas and experiences. --COG 9 – Understands and participates in conversations. --Language sample (i.e., complexity and syntax).
	(L.36.4) Use some personal pronouns when referring to others (e.g., you, he, she).	(L.48.4) Use simple pronouns (e.g., I, me, you, mine, he, she).	(L.60.5) Use more complex words learned through books and personal experiences (e.g., label favorite shirt as chartreuse, or know that a paleontologist studies	
	(L.36.5) May occasionally use more sophisticated words than they typically use in conversational	(L.48.5) Begin to use some words that are not a part of everyday conversational speech but that are learned		

	speech but that have been learned through books and personal experiences (e.g., large, fast, angry, car, run).	through books and personal experiences (e.g., gigantic, rapidly, frustrated, transportation, race or jog).	dinosaurs).	
Expression of Ideas, Feelings, and Needs	(L.36.6) Use inflection in phrases or sentences to ask a question.	(L.48.6) Communicate about current or removed events and/or objects.	(L.60.6) Use more complex words to describe the relationships between objects and ideas (e.g., position words such as “under” and “beside” and comparative words such as “bigger” and “longer”).	--COG 7 – Demonstrates spatial awareness. --COG 8 – Uses complex sentences and vocabulary to describe ideas and experiences. --COG 9 – Understands and participates in conversations.
	(L.36.7) Comment on a variety of experiences, interactions, or observations.	(L.48.7) Use increasingly longer, complex sentences that combine phrases or concepts to communicate ideas.		

*Strand B: Early learning experiences will support children to use language (expressive language).*

<b>Learning Progression</b>	<b>24-36 Months</b>	<b>3 to 4 Years</b>	<b>4 to 5 Years</b>	<b>Assessment</b>
Language Structure	(L.36.8) Use basic grammar rules including pronouns, plurals, possessives, and regular past tense.*	(L.48.8) Use basic grammar rules including irregular past tense and questions.*	(L.60.7) Use basic grammar rules including subject-verb agreement, tenses, regular and irregular past tense, irregular plurals.*	--COG 8 – Uses complex sentences and vocabulary to describe ideas and experiences. --COG 9 – Understands and participates in conversations.
	(L.36.9) Use speech that is mostly intelligible to familiar adults.	(L.48.9) Use speech that is mostly intelligible to familiar and unfamiliar adults.	(L.60.8) Use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts.	

\*NOTE: Variations in applying grammar rules may be due to dual language learning and/or alternative grammar usage in home or community.

*Strand C: Early learning experiences will support children to use language for social interaction.*

<b>Learning Progression</b>	<b>24-36 Months</b>	<b>3 to 4 Years</b>	<b>4 to 5 Years</b>	<b>Assessment</b>
Conventions of Conversation	(L.36.10) Have conversations with adults and peers that include four or more exchanges.	(L.48.10) Maintain a topic of conversation over the course of several turns.	(L.60.9) Initiate, maintain, and end conversations by repeating what other person says and/or by asking questions.	--COG 9 – Understands and participates in conversations. --Observation during snack, lunch, and centers.
Language for Interaction	(L.36.11) Converse with adults and peers about	(L.48.11) Answer simple who, what, where, and why	(L.60.10) Use language to share ideas and gain	--COG 8 – Uses complex sentences and vocabulary to

	common experiences or events.	questions.	information.	describe ideas and experiences. --COG 9 – Understands and participates in conversations. --Discussion/response to “wh” questions asked during group meeting.
<i>Strand D: Early learning experiences will support children to gain book appreciation and knowledge.</i>				
<b>Learning Progression</b>	<b>24-36 Months</b>	<b>3 to 4 Years</b>	<b>4 to 5 Years</b>	<b>Assessment</b>
Interest and Engagement with Books	(L.36.12) Sustain attention for short periods of time while being told a story or reading a favorite picture book.	(L.48.12) Select fiction and non-fiction books to be read and attend with interest.	(L.60.11) Independently choose to “read” books and select a variety of texts including fiction and nonfiction.	--COG 10 – Shows understanding of stories. --Observation during SSR (i.e., independently looking at books, choice of fiction/non-fiction).
	(L.36.13) Recite familiar phrases of songs, books, and rhymes; may chime in with rhyme in familiar text or song.			
Understanding of Stories or Information (stories or information may be shared through oral storytelling, sharing of pictures and/or books).	(L.36.14) Enjoy telling and retelling stories and information.	(L.48.13) Demonstrate comprehension through retelling with use of pictures and props, acting out main events or sharing information learned from nonfiction text.	(L.60.12) With prompting and support, retell familiar stories, including story elements (e.g., setting, characters, events) and/or share key details from information text.	--COG 10 – Shows understanding of stories. --Picture-supported assessment for story elements and main topic.
		(L.48.14) Ask and answer simple who, what, where, and why questions related to story or text.	(L.60.13) Identify main components of a story or text (the major plot points of a story or and main topic of an information text).	
		(L.48.15) Make predictions and/or ask questions about the text by examining the title, cover, pictures.	(L.60.14) Use connections between self and character, experience, and emotions to increase comprehension.	

*Strand E: Early learning experiences will support children to gain knowledge of print and its uses.*

<b>Learning Progression</b>	<b>24-36 Months</b>	<b>3 to 4 Years</b>	<b>4 to 5 Years</b>	<b>Assessment</b>
Book Concepts	(L.36.15) Turn pages of a book.	(L.48.16) Look at pages of a book from left to right (or according to conventions of home language).	(L.60.15) Know how print is read (e.g., left to right, top to bottom, front to back or according to convention of home language).	--COG 11 – Displays knowledge of books and print. --COG 13 – Identifies printed words.
		(L.48.17) Recognize that print represents spoken words (e.g., first name in print, environmental labels).	(L.60.16) Know that books have titles, authors, illustrators, or photographers.	
			(L.60.17) Recognize words as a unit of print and that letters are grouped to form words.	
Print Concepts	(L.36.16) Recognize some familiar signs and symbols in the environment (e.g., logos, signs for familiar store).	(L.48.18) Identify some printed words and/or common symbols (e.g., bathroom signs) in the context of the environment.	(L.60.18) Identify some familiar printed words out of context.	--COG 11 – Displays knowledge of books and print. --COG 13 – Identifies printed words.
			(L.60.19) Begin to use awareness of letter sounds along with pictures to read words in text.	
Letter Recognition	N/A	(L.48.19) Recognize some letters especially those in one's own name.	(L.60.20) Recognize and name known letters of the alphabet in familiar and unfamiliar words.	--COG 14 – Uses writing to convey meaning.
			(L.60.21) Make some letter-sound connections.	

*Strand F: Early learning experiences will support children to develop phonological awareness.*

<b>Learning Progression</b>	<b>24-36 Months</b>	<b>3 to 4 Years</b>	<b>4 to 5 Years</b>	<b>Assessment</b>
Phonological Awareness	(L.36.17) Recognize environmental sounds (e.g., animal or vehicle sounds such as “Baa-baa” or “Beep-beep”).	(L.48.20) Recognize rhyming words in songs, chants, or poems.	(L.60.22) Produce rhyming words or words that have same initial sound.	--COG 12 – Recognizes similar sounds in speech. --Phonological assessment (i.e., checklist).
		(L.48.21) Identify when	(L.60.23) Recognize which	

		initial sounds in words are the same.	words in a set of words begin with the same sound.	
		(L.48.22) Distinguish individual words in a sentence.	(L.60.24) Distinguish syllables in words.	
<i>Strand G: Early learning experiences will support children to convey meaning through drawing, letters, and words.</i>				
<b>Learning Progression</b>	<b>24-36 Months</b>	<b>3 to 4 Years</b>	<b>4 to 5 Years</b>	<b>Assessment</b>
Drawing and Writing	(L.36.18) Draw simple shapes to represent ideas and write message using controlled linear scribble.	(L.48.23) Draw or “write” to convey an idea, event, or story. “Writing” involves scribbles, letters, and/or letter-like shapes (e.g., make pretend list or use their words to dictate a message to communicate with others).	(L.60.25) Draw original stories with a beginning, middle, and end.	--COG 14 – Uses writing to convey meaning. --Given three spaces on a paper, draw beginning, middle, and end of a story by following a model with scaffolding.
		(L.48.24) Write in a manner that is distinct from drawing. Combine scribbles with letter-like forms.	(L.60.26) Use early developmental spelling. May use one letter for the initial or final sound to represent whole word.	

## Creative Arts

*Strand A: Early learning experiences will support children to engage in and enjoy the arts.*

Learning Progression	24-36 Months	3 to 4 Years	4 to 5 Years	Assessment
Music	(C.36.1) Show response to qualities of different music with variations in physical movement (e.g., children walk, bounce, slide, rock, sway in response to qualities of rhythm).	(CA.48.1) Adapt to changes in the basic qualities of music and move in more organized ways to same/different qualities of music.	(CA.60.1) Initiate new musical activities with voices/instruments (e.g., apply new words, add instruments to familiar song).	--CRE 4 – Sings and responds to music. --Checklist completed by music teacher.
	(CA.36.2) Respond with voice, body, and/or instruments to longer segments or patterns of music.	(CA.48.2) Imitate or spontaneously sing an entire verse of song.	(CA.60.2) Invent own music (through humming, singing, creating rhythms, etc.).	
	(CA.36.3) Repeat parts of simple songs.	(CA.48.3) Initiate new musical activities with voices or instruments (e.g., apply words, initiate their own listening and movement experiences with some adult assistance).	(CA.60.3) Play with familiar rhythms and patterns in a novel way, e.g., explore, initiate pitch (high/low), rhythm (patterns), and dynamics (loud/soft).	
		(CA.48.4) Spontaneously sing songs and/or participate in songs with gestures.	(CA.60.4) Create music using their voices and/or a variety of instruments and materials.	
Visual Arts	(CA.36.4) Create art in a variety of media with some control and own purpose.	(CA.48.5) Use different materials and techniques to make creations that reflect thought, feelings, experiences, knowledge.	(CA.60.5) Use a variety of tools and materials to represent ideas through the visual arts.	--CRE 1 – Builds and constructs to represent own ideas. --CRE 2 – Draws and paints to represent own ideas. --Observation at art center.
Drama	(CA.36.5) Engage in simple pretend play activities.	(CA.48.6) Act out simple scenarios, taking on a familiar role for brief	(CA.60.6) Assume elaborate roles in dramatic play (e.g., may play	--CRE 3 – Represents experiences and fantasies in pretend play.

		periods during dramatic play.	multiple roles or may stay in character for extended periods of time). (CA.60.7) Use materials and props in unique ways and are creative in finding and using materials as props desired for dramatic play.	--Observation at dramatic play area.
Dance	(CA.36.6) Demonstrate directional and spatial awareness involving time (fast/slow), space (high, middle, low), or energy (hard/soft) (e.g., moving like a turtle, jumping like a frog, floating like a feather, etc.).	(CA.48.7) Demonstrate increasingly complex dance concepts while learning to move their body in place and through space (e.g., jumping from one place to another, combining several movements like hopping, turning, stamping feet).	(CA.60.8) Use multiple dance concepts as a way to communicate meaning, ideas, and feelings (e.g., use movement to represent leaves falling off trees—sway arms, wiggle fingers, stretch, fall to ground).	--CRE 4 – Sings and responds to music. --Checklist completed by music teacher.
Appreciation of the Arts	(CA.36.7) Describe or ask questions about a work of art.	(CA.48.8) Respond to the materials, techniques, ideas, and emotions of 2- and 3-dimensional (e.g., explain a picture or sculpture including several details).	(CA.60.9) Describe the attributes of various arts media (e.g., used a lot of colors and the paint is thick, sculpture is bumpy).	--Checklist completed by art teacher.
	(CA.36.8) Express interest in and show appreciation for the creative work of others (e.g., through body language, facial expression or oral language).	(CA.48.9) Demonstrate increased appreciation of the work of others and identify preferences.		

### Early Mathematical Discovery & Mathematics

*Strand A: Early learning experiences will support children to understand counting and cardinality.*

<b>Learning Progression</b>	<b>24-36 Months</b>	<b>3 to 4 Years</b>	<b>4 to 5 Years</b>	<b>Assessment</b>
Number Names	(M.36.1) Say or sign number sequence up to at least five. Use other number names but not necessarily in the correct order.	(M.48.1) Say or sign the number sequence up to at least 10.	(M.60.1) Say or sign the number sequence up to at least 20.	--COG 6 – Relates number to quantity. --Observation during estimation activities and calendar routine.
Cardinality	(M.36.2) Count two to three objects using one-to-one correspondence.	(M.48.2) Count up to at least five objects using one-to-one correspondence, using the number name of the last object counted to represent the total number of objects in a set.	(M.60.2) Count up to 10 objects using one-to-one correspondence, regardless of the configuration, using the number name of the last object counted to represent the total number of objects in a set.	--COG 6 – Relates number to quantity. --Response when asked the total of objects following a counting activity.
		(M.48.3) Count out a set of objects up to four.	(M.60.3) Count out a set of objects up to five.	
Written Numerals	N/A	(M.48.4) Recognize written numerals up to at least five.	(M.60.4) Recognize written numerals up to at least 10.	--Written assessment of numbers.
Recognition of Quantity	(M.36.3) Name and match a small collection of up to three objects.	(M.48.5) Recognize and name, without counting, the number of objects in small groups of at least 3 or 4 objects.	(M.60.5) Quickly recognize and name, without counting, the number of objects in collections of up to at least five items.	--Assessment by checklist for numbers 0 through 5.
Comparison	(M.36.4) Compare collections of 1 to 4 similar items verbally or nonverbally.	(M.48.6) Compare sets of 1 to 5 objects using a visual matching or counting strategy and describing the comparison as more, less than, or the same.	(M.60.6) Compare sets of up to 10 objects using a visual matching or counting strategy and describing the comparison as more, less than, or the same.	--COG 6 – Relates number to quantity.

*Strand B: Early learning experiences will support children to understand and describe relationships to solve problems (operations and algebraic thinking).*

<b>Learning Progression</b>	<b>24-36 Months</b>	<b>3 to 4 Years</b>	<b>4 to 5 Years</b>	<b>Assessment</b>
Number Operations	(M.36.5) Use some vocabulary related to relative quantity (e.g., “more,” “less”).	(M.48.7) Understand that adding (or taking away) one or more objects to (from) a group will increase (or decrease) the objects in the group.	(M.60.7) Use real-world situations and concrete objects to model and solve addition (e.g., putting together) and subtraction (e.g., taking away) problems up through five.	--COG 6 – Relates number to quantity.
			(M.60.8) Recognize and describe parts contained in larger numbers by composing number combinations up to at least five (e.g., recognize how many have been secretly taken away from a group of five objects).	

*Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects (measurement and data).*  
 NOTE: See Attribute, Sorting, and Patterns learning progression in Cognition.

<b>Learning Progression</b>	<b>24-36 Months</b>	<b>3 to 4 Years</b>	<b>4 to 5 Years</b>	<b>Assessment</b>
Measurement	(M.36.6) Have an increasing vocabulary related to number, size, and quantity (e.g., use words such as “tall,” “long”).	(M.48.8) Recognize measureable attribute of an object such as length, weight, or capacity.	(M.60.9) Compare the measurable attributes of two or more objects (e.g., length, weight, and capacity) and describe the comparison using appropriate vocabulary (e.g., longer, shorter, same length, heavier, lighter, same weight, holds more, holds less, holds the same amount).	--COG 5 – Compares and orders objects and events.
			(M.60.10) Begin to use strategies to determine	

			measurable attributes (e.g., length or capacity of objects). May use comparison, standard, or non-standard measurement tools.	
Data	N/A	(M.48.9) Sort objects into two groups, count, and compare the quantity of the groups formed (e.g., indicate which is more).	(M.60.11) Represent data using a concrete objects or picture graph according to one attribute.	--COG 5 – Compares and orders objects and events.
Sorting and Classifying	(M.36.7) Sort on the basis of one attribute with adult support.	(M.48.10) Sort and classify objects by one attribute into two or more groups (e.g., color, size, shape).	(M.60.12) Sort and classify a set of objects on the basis of one attribute independently and describe the sorting rule. Can re-sort and classify the same set of objects based on a different attribute.	--COG 3 – Sorts objects. --COG 5 Compares and orders objects and events.
<i>Strand D: Early learning experiences will support children to understand shapes and spatial relationships (geometry and spatial sense).</i>				
<b>Learning Progression</b>	<b>24-36 Months</b>	<b>3 to 4 Years</b>	<b>4 to 5 Years</b>	<b>Assessment</b>
Spatial Relationships	(M.36.8) Find objects or locations based upon landmarks and position words (e.g., “Your blanket is on the couch.”)	(M.48.11) Use positional vocabulary (e.g., up/down, in/out, on/off, under) to identify and describe the location of an object.	(M.60.13) Use relational vocabulary of proximity (e.g., beside, next to, between, above, below, over and under) to identify and describe the location of an object.	--COG 7 – Demonstrates spatial awareness.
Identification of Shapes	(M.36.9) Match familiar shapes with different size and orientation.	(M.48.12) Identify 2-dimensional shapes (starting with familiar shapes such as circle and triangle) in different orientations and sizes.	(M.60.14) Identify and describe a variety of 2-dimensional and 3-dimensional shapes with mathematical names (e.g., ball/sphere, box/rectangular prism, can/cylinder) regardless of orientation	--Shape assessment using two- and three-dimensional shapes.

			and size.	
Composition of Shapes	N/A	(M.48.13) Combine two or more shapes to create a new shape or to represent an object in the environment.	(M.60.15) Complete a shape puzzle or a new figure by putting multiple shapes together with purpose.	--Observation with attribute blocks at table toys, given a choice of shapes to represent.

### Early Scientific Inquiry/Science

*Strand A: Early learning experiences will support children to apply scientific practices.*

<b>Learning Progression</b>	<b>24-36 Months</b>	<b>3 to 4 Years</b>	<b>4 to 5 Years</b>	<b>Assessment</b>
Questioning and Defining Problems	(S.36.1) Ask simple questions related to things observed through the senses (“what” and “why”).	(S.48.1) Ask more detailed questions including the relationship between two things or cause and effect relationships.	(S.60.1) Define a problem to be solved, including details and limitations to be considered (e.g., “We need to figure out how to reach that shelf, but we aren’t allowed to stand on the chairs.”).	--COG 1 – Engages in scientific inquiry. --Observation of questioning at discovery table.
Investigating	(S.36.2) Manipulate materials and comment on the impact of own action.	(S.48.2) Intentionally vary actions in order to observe the effect of these actions on materials.	(S.60.2) Engage in collaborative investigations to describe phenomena or to explore cause and effect relationships.	--COG 1 – Engages in scientific inquiry. --Observation of use of discovery/sensory table to make predictions. --Observations during journaling activities.
			(S.60.3) Gather data by drawing, counting, or otherwise documenting observations.	
Using Evidence	(S.36.3) Provide personal reasons or evidence for decisions or opinions (e.g., “I made this picture green because my mom likes green.”)	(S.48.3) Cite examples to support their ideas (e.g., “I think the plant will die because when I forgot to water my plant it died.”)	(S.60.4) Give evidence from observations and investigations.	--COG 1 – Engages in scientific inquiry. --Discussion/response to questioning about what will happen and then what did happen (vocabulary and stated opinion used as evidence).
			(S.60.5) Begin to distinguish evidence from opinion.	

*Strand B: Early learning experiences will support children to engage in the process of engineering.*

<b>Learning Progression</b>	<b>24-36 Months</b>	<b>3 to 4 Years</b>	<b>4 to 5 Years</b>	<b>Assessment</b>
Design Cycle	(S.36.4) Gather information to help determine if something has been designed by humans.	(S.48.4) Identify a problem and, with adult assistance, design a solution (e.g., device or process) to address that problem.	(S.60.6) Identify a problem and, with adult assistance, design a solution, test, and refine design elements.	--COG 1 – Engages in scientific inquiry. --Observation of participation in process.

<i>Strand C: Early learning experiences will support children to understand patterns, process, and relationships of living things.</i>				
<b>Learning Progression</b>	<b>24-36 Months</b>	<b>3 to 4 Years</b>	<b>4 to 5 Years</b>	<b>Assessment</b>
Unity and Diversity of Life	(S.36.5) Observe features of plants and animals and explore function of features.	(S.48.5) Compare and contrast basic features of living things (e.g., body parts and their uses) between and across groups.	(S.60.7) Group and classify living things based upon features, providing evidence to support groupings.	--Sort representations of living things and explain reasoning for sorting.
		(S.48.6) Recognize changes in living things over their lifespan by observing similarities and differences between babies and adults.	(S.60.8) Demonstrate an understanding of how living things grow and change through predictable states (e.g., birth, growth, reproduction, death).	
Living Things and Their Interactions with the Environment and Each Other	(S.36.6) Observe how a variety of living things obtain food as a source of energy for surviving.	(S.48.7) Explore how animals depend upon the environment for food, water, and shelter.	(S.60.9) Provide examples of how animals depend on plants and other animals for food.	--Participation during class and group activities.
<i>Strand D: Early learning experiences will support children to understand physical sciences.</i>				
<b>Learning Progression</b>	<b>24-36 Months</b>	<b>3 to 4 Years</b>	<b>4 to 5 Years</b>	<b>Assessment</b>
Energy, Force, and Motion	(S.36.7) Observe different ways objects move (e.g., roll, bounce, spin, slide) and what happens when they interact (collide).	(S.48.8) Investigate how objects' speed and direction can be varied.	(S.60.10) Make predictions and conduct simple experiments to change direction, speed, and distance objects move.	--Participation during class and group activities.
			(S.60.11) Determine cause and effect of push/pull/collision that make objects start, stop, and change direction.	
Matter and its Properties	(S.36.8) Observe and describe attributes of materials that are related to their function(e.g., flexibility, transparency, strength).	(S.48.9) Compare and contrast attributes of common materials related to their function (e.g., flexibility, transparency, strength).	(S.60.12) Evaluate the appropriateness of a material for a given purpose based upon its properties.	--Participation during class and group activities.
			(S.60.13) Observe how heating and cooling cause changes to properties of	

			materials (e.g., Ice melts when we bring it inside. Plastic becomes brittle when it is left outside in the cold.)	
<i>Strand E: Early learning experiences will support children to understand features of earth.</i>				
<b>Learning Progression</b>	<b>24-36 Months</b>	<b>3 to 4 Years</b>	<b>4 to 5 Years</b>	<b>Assessment</b>
Earth's Features and the Effects of Weather and Water	(S.36.9) Describe common features of the earth (e.g., sky, land, and water) and what is found there (e.g., birds, fish, stars).	(S.48.10) Observe, record, and note patterns regarding weather and the effects of the immediate environment (e.g., Rain over a period of days causes flooding. Sunny days cause the flower bed to dry out.). (S.48.11) Investigate how water interacts with other earth materials (e.g., sand, dirt, pebbles).	(S.60.14) Give examples of ways in which weather variables (hot/cold temperatures, amount and intensity of precipitation, wind speed) affect us and/or cause changes to earth's features (e.g., The stream has greater water flow after snow melts).	--Observations during daily weather chart.
Earth and Human Activity	(S.36.10) Give examples of natural resources that humans use to survive (e.g., food, water).	(S.48.12) Investigate how humans use design solutions to adapt natural resources to meet basic needs (e.g., cut trees to build houses, make applesauce out of apples).	(S.60.15) Explore how humans' use of natural resources impacts the environment (e.g., If we catch all the salmon, this can no longer be a food source. Cutting down trees can cause erosion.).	--Group observations.

### Social Studies

*Strand A: Early learning experiences will support children to understand self, family, and a diverse community.*

<b>Learning Progression</b>	<b>24-36 Months</b>	<b>3 to 4 Years</b>	<b>4 to 5 Years</b>	<b>Assessment</b>
Individual Development and Identity	N/A	(SS.48.1) Identify physical characteristics of self (e.g., eyes, hair, skin, etc.)	(SS.60.1) Demonstrate an understanding that there are similarities and differences among people and families.	--P&S 9 – Recognizes similarities and appreciates differences. --Draw individual family members.
		(SS.48.2) Demonstrate an understanding of self as part of a family (e.g., parents, grandparents, siblings, caregivers).		
Culture	N/A	(SS.48.3) Identify cultural characteristics of self, family, and community (e.g., home language, foods, modes of transportation, shelter, etc.)	(SS.60.2) Demonstrate understanding that there are similarities and differences among the cultural characteristics of people, families, and communities (e.g., languages, foods, art, customs, modes of transportation and shelter).	--P&S 9 – Recognizes similarities and appreciates differences. --Observation during play/centers (i.e., multicultural books, foods, etc.).

*Strand B: Early learning experiences will support children to learn about people and the environment.*

<b>Learning Progression</b>	<b>24-36 Months</b>	<b>3 to 4 Years</b>	<b>4 to 5 Years</b>	<b>Assessment</b>
Power, Authority, and Governance	N/A	(SS.48.4) Demonstrate an understanding of some reasons for basic rules in the home, cultural community, and/or classroom.	(SS.60.3) Demonstrate understanding of the reasons for rules and laws in the home, cultural community, and/or classroom.	--Following PBIS environment and classroom rules.
People, Places, and Environments	N/A	(SS.48.5) Demonstrate awareness that people share the environment with other people, animals, and plants and have the responsibility to care for them.	(SS.60.4) Demonstrate awareness that people have a responsibility to take care of the environment through active participation in activities such as recycling.	--Observation during completion of classroom jobs. --Observation during clean up. --Observation during representative play in block center.
		(SS.48.6) Describe, draw, or construct aspects of the	(SS.60.5) Describe, draw, or construct aspects of the	

		geography of the classroom and/or home.	classroom, home and/or community (including roads, building, bodies of water, etc.)	
Civic Ideals and Practices.	N/A	(SS.48.7) Participate in jobs and responsibilities at home, classroom, or community.	(SS.60.6) Demonstrate an understanding of why certain responsibilities are important and participate in fulfilling responsibilities at home, classroom, or community (e.g., cleaning up, caring for pets).	--Observation of classroom jobs.
<i>Strand C: Early learning experiences will support children to develop an understanding of economic systems and resources.</i>				
<b>Learning Progression</b>	<b>24-36 Months</b>	<b>3 to 4 Years</b>	<b>4 to 5 Years</b>	<b>Assessment</b>
Individuals, Groups, and Institutions	N/A	(SS.48.8) Demonstrate awareness of a variety of jobs in the community and the work associated with them through conversation and/or play.	(SS.60.7) Demonstrate awareness of the tools and technologies associated with a variety of roles and jobs; expressing interest in different careers.	--Observation during dramatic play.
Production, Distribution, and Consumption	N/A	(SS.48.9) Demonstrate beginning understanding of commerce through exploring the roles of buying and selling in play.	(SS.60.8) Demonstrate understanding of the basic relationship of money for the purchase of food, shelter, goods, and services, moving toward an understanding of the difference between wants and needs.	--Observation during dramatic play.
Science, Technology, and Society	N/A	(SS.48.10) Understand the use of tools, including technology, for a variety of purposes.	(SS.60.9) Begin to be aware of technology and how it affects life.	--Observation of use of computer technology to support learning.

*Strand D: Early learning experiences will support children to understand change over time.*

<b>Learning Progression</b>	<b>24-36 Months</b>	<b>3 to 4 Years</b>	<b>4 to 5 Years</b>	<b>Assessment</b>
Time, Continuity, and Change	N/A	(SS.48.11) Demonstrate a basic understanding of sequence of events and time periods (e.g., using terms such as time of day, yesterday, today, and tomorrow).	(SS.60.10) Demonstrate a beginning understanding of past, present, and future as it relates to one’s self, family, and community.	--COG 5 – Compares and orders objects and events.
		(SS.48.12) Demonstrate a beginning understanding of change over time through discussing topics such as their own growth and how they have changed.	(SS.60.11) Demonstrate a beginning understanding of change over time through discussing, representing, or playing, about expanding topics such as their own growth and family history.	