



ALIGNMENT

Assessment, Evaluation, and Programming System for Infants and Children, Third Edition (AEPS[®]-3)

WITH
Colorado 2020 Academic Standards

Alignment of Assessment, Evaluation, and Programming System for Infants and Children, Third Edition (AEPS®-3) with Colorado 2020 Academic Standards

This document aligns the Preschool content from the *Colorado 2020 Academic Standards* with the areas, strands, goals, and objectives of *Assessment, Evaluation, and Programming System for Infants and Children, Third Edition (AEPS®-3)*.

References

Bricker, D., Dionne, C., Grisham, J., Johnson, J.J., Macy, M., Slentz, K., & Waddell, M. (2022). *Assessment, Evaluation, and Programming System for Infants and Children, Third Edition (AEPS®-3)*. Brookes Publishing Co.

Colorado 2020 Academic Standards. (2020). Retrieved from: <https://www.cde.state.co.us/apps/standards/>

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Comprehensive Health

Preschool, Standard 2. Physical and Personal Wellness

Prepared Graduates:

1. Apply knowledge and skills to engage in lifelong healthy eating.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
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Preschool Learning and Development Expectation:

1. Distinguish between healthy and unhealthy foods.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
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Indicators of Progress:

a. Distinguish food on a continuum from most healthy to least healthy.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
b. Demonstrate the ability to identify and choose a healthy food choice.	Adaptive	C. Conceptual Knowledge	3. Classifies using multiple attributes
c. Recognize the benefits of choosing a healthy food.	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures

Preschool, Standard 3. Social and Emotional Wellness

Prepared Graduates:

4. Utilize knowledge and skills to enhance mental, emotional, and social well-being.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
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Preschool Learning and Development Expectation:

1. Children develop healthy relationships and interactions with adults and peers.	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
a. Communicate with familiar adults and accept or request guidance.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
b. Cooperate with others.	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
c. Develop friendships with peers.	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
d. Establish secure relationships with adults.	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
	Social-Communication	D. Social Use of Language	3.1 Uses socially appropriate physical orientation
e. Use socially appropriate behavior with peers and adults, such as helping, sharing and taking turns.	Social-Emotional	C. Interactions with Peers	1.2 Responds appropriately to peer social behavior
	Social-Emotional	D. Independent and Group Participation	4. Resolves conflicts using negotiation
f. Resolve conflict with peers alone and/or with adult intervention as appropriate.	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
g. Recognize and label others' emotions.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
h. Express empathy and sympathy to peers.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
i. Recognize how actions affect others and accept consequences of one's action.	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience

CO Indicators	AEPS-3 Areas	AEPS-3 Strand	AEPS-3 Items
Preschool Learning and Development Expectation:			
2. Children develop self-concept and self-efficacy skills.	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
Indicators of Progress:			
a. Identify personal characteristics, preferences, thoughts and feelings.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
b. Demonstrate age-appropriate independence in a range of activities, routines and tasks.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
c. Show confidence in a range of abilities and in the capacity to accomplish tasks and take on new tasks.	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
d. Demonstrate age appropriate independence in decision-making regarding activities and materials.	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
	Social-Emotional	D. Independent and Group Participation	2.1 Interacts appropriately with materials during large-group activities
3. Children develop self-regulation skills.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
Preschool Learning and Development Expectation:			
3. Children develop self-regulation skills.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
Indicators of Progress:			
a. Recognize and label emotions.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
b. Handle impulses and behavior with minimal direction.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
c. Follow simple rules, routines and directions.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
d. Shift attention between tasks and move through transitions with minimal direction from adults.	Social-Emotional	D. Independent and Group Participation	3.1 Responds to request to finish activity
e. Attend to free play activities for longer periods of time.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
Preschool Learning and Development Expectation:			
4. Children develop a healthy range of emotional expressions and learn positive alternatives to aggressive or isolating behaviors.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
Indicators of Progress:			
a. Express a range of emotions appropriately, such as excitement, happiness, sadness, and fear.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
b. Refrain from disruptive behavior, aggressive, angry, or defiant behaviors.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
c. Adapt to new environments with appropriate emotions and behaviors.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states

Preschool, Standard 4. Prevention and Risk Management

Prepared Graduates:

7. Apply personal safety knowledge and skills to prevent and treat injury.	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
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Preschool Learning and Development Expectation:

1. Identify ways to be safe while at play.	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
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Indicators of Progress:

a. State how to be a safe walking across the street.	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
b. Follow basic health and safety rules inside and outside the classroom.	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
c. Communicate to a parent or trusted adult if something is not safe.	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
d. Communicate and understanding the importance of health and safety routines and rules.	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules

Prepared Graduates:

6. Apply knowledge and skills that promote healthy, violence-free relationships.	Adaptive	E. Scientific Discovery	4. Transfers knowledge
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Preschool Learning and Development Expectation:

2. Identify the importance of respecting the personal space and boundaries of self and others.	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
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Indicators of Progress:

a. Begin to understand the importance of personal space.	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
b. Explain the importance of personal space in the classroom and around others.	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
c. Explain that each person has the right to tell others not to touch his or her body.	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
d. Identify "appropriate" and "inappropriate" touches.	Adaptive	D. Personal Safety	4.2 Reports inappropriate events, actions, or language by others
e. Identify characteristics of a trusted adult.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
f. Seek out a parent or trusted adult for support in resolving an unwanted action or feeling they have experienced.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult

Dance

Preschool, Standard 1. Movement, Technique, and Performance

Prepared Graduates:

2. Apply kinesthetic awareness to develop lifelong and safe movement practices.	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
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Preschool Learning and Development Expectation:

1. Demonstrate simple phrases of movement safely in time and space.	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
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Indicators of Progress:

a. Safely practice simple locomotor and non-locomotor movements.	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
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b. Explore movement in time and space using shape, size, level, direction, stillness and transference of weight (stepping).	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
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c. Explore movement to encourage (kinesthetic) body awareness.	Gross Motor	B. Movement and Coordination	1. Creeps forward using alternating arm and leg movements
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d. Explore simple phrases of movement to experience rhythm, clapping and moving to music in relationship to others.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
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Preschool, Standard 2. Create, Compose, and Choreograph

Prepared Graduates:

4. Apply elements of dance in movement improvisation.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
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Preschool Learning and Development Expectation:

1. Explore simple ideas and stories through movement.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
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Indicators of Progress:

a. Create movements in response to sensory ideas (textures, colors, smells) and images from nature.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
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b. Move to express different feelings in personal and general space.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
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c. Explore movement while moving with objects (scarves, feathers, balls).	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
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d. Transfer same movements to different body parts and use repetition.	Gross motor	A. Body Control and Weight Transfer	1. Turns head, moves arms, and kicks legs independently of each other
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Preschool, Standard 3. Historical and Cultural Context

Prepared Graduates:

7. Investigate and synthesize how dance developed in terms of the culture or era in which it is experienced.	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
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Preschool Learning and Development Expectation:

1. Begin to recognize dances in relation to cultures represented by the people in their daily surroundings.	Cognitive	E. Scientific Discovery	2. Anticipates outcome of investigation
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Indicators of Progress:

a. Explore how dance expresses ideas and emotions.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
b. Explore occasions for dance across different cultures.	Cognitive	D. Reasoning	4.1 Identifies common concepts
c. Explore shapes, levels and patterns in a dance, and describe the actions.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts

Preschool, Standard 4. Reflect, Connect, and Respond

Prepared Graduates:

8. Critique, analyze, reflect upon, and understand new works, reconstructions and masterworks using the Language of Movement.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
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Preschool Learning and Development Expectation:

1. Observe and identify different dance genres.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
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Indicators of Progress:

a. Experience the joy of seeing and responding to dance.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
b. Demonstrate movement to express emotion.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
c. Express what is seen and felt in a movement with different tempos, rhythms and genres.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts

Preschool Learning and Development Expectation:

2. Attentively observe a dance performance.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
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Indicators of Progress:

a. View a performance with attention.	Social-Emotional	D. Independent and Group Participation	2.3 Remains with group during large-group activities
b. Describe the dance in your own words.	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
c. Show your favorite dance move to the performers or each other.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences

Drama and Theatre Arts

Preschool, Standard 1. Create

Prepared Graduates:

1. Theatre artists rely on intuition, curiosity and critical inquiry.

Cognitive

E. Scientific Discovery

1. Expands simple observations and explorations into further inquiry

Preschool Learning and Development Expectation:

1. Generate and conceptualize artistic ideas and work.

Cognitive

C. Conceptual Knowledge

4. Uses early conceptual comparisons

Indicators of Progress:

a. Create characters and environments using imagination and background knowledge through dramatic play or guided drama experience (e.g., story drama, creative drama, movement stories, pantomimes, puppetry).

Social-Emotional

B. Social-Emotional Expression and Regulation

2. Plans and acts out recognizable event, theme, or storyline in imaginary play

b. Generate multiple representations of a single object in a variety of dramatic experiences (e.g., story drama, creative drama, movement stories, pantomime, puppetry).

Social-Emotional

B. Social-Emotional Expression and Regulation

2. Plans and acts out recognizable event, theme, or storyline in imaginary play

Prepared Graduates:

2. Theatre artists work to discover different ways of communicating meaning.

Cognitive

D. Reasoning

2.1 Tries different simple actions to achieve goal

Preschool Learning and Development Expectation:

2. Organize and develop artistic ideas and work.

Cognitive

D. Reasoning

2.1 Tries different simple actions to achieve goal

Indicators of Progress:

a. Communicate ideas through actions and words using imagination and background knowledge in dramatic play or a guided drama experience (e.g., story drama, creative drama, movement stories, pantomimes, puppetry).

Social-Emotional

B. Social-Emotional Expression and Regulation

2. Plans and acts out recognizable event, theme, or storyline in imaginary play

Prepared Graduates:

3. Theatre artists refine their work and practice their craft through rehearsal.

Cognitive

D. Reasoning

2.1 Tries different simple actions to achieve goal

Preschool Learning and Development Expectation:

3. Refine and complete artistic work.

Social-Emotional

D. Independent and Group Participation

3. Initiates and completes independent activities

Indicators of Progress:

a. Investigate story in dramatic play or a guided drama experience (e.g., story drama, creative drama, movement stories, pantomimes, puppetry).

Social-Emotional

C. Interactions with Peers

2.2 Uses imaginary props in play

Prepared Graduates:

4. Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.

Social-Emotional

C. Interactions with Peers

3. Maintains cooperative activity

CO Indicators	AEPS-3 Areas	AEPS-3 Strand	AEPS-3 Items
Preschool Learning and Development Expectation:			
4. Synthesize and relate knowledge and personal experience to make art.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
Indicators of Progress:			
a. Apply personal experiences to a story in dramatic play or a guided drama experience (e.g., story drama, creative drama, movement stories, pantomime, puppetry).	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
Preschool, Standard 2. Perform			
Prepared Graduates:			
5. Theatre artists make strong choices to effectively convey meaning.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
Preschool Learning and Development Expectation:			
1. Select, analyze, and interpret artistic work for presentation.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
Indicators of Progress:			
a. Make appropriate character reactions that connect environment or cultures of the story using imagination or background knowledge in a dramatic play or a guided drama experience (e.g., story drama, creative drama, movement stories, pantomime, puppetry).	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
Prepared Graduates:			
6. Theatre artists develop personal processes and skills for a performance or design.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
Preschool Learning and Development Expectation:			
2. Develop and refine artistic techniques, choices and work for presentation.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
Indicators of Progress:			
a. Create characters using body and voice in dramatic play or a guided drama experience (e.g., story drama, creative drama, movement stories, pantomime, puppetry).	Social-Communication	B. Social-Emotional Expression and Regulation	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
b. Explore and experiment with various design or technical elements in dramatic play or a guided drama experience.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore

CO Indicators	AEPS-3 Areas	AEPS-3 Strand	AEPS-3 Items
Prepared Graduates:			
7. Theatre artists share and present stories, ideas and envisioned worlds to explore the human experience.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
Preschool Learning and Development Expectation:			
3. Convey meaning through the presentation of artistic work.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
Indicators of Progress:			
a. Interpret character choices and emotions using voice and body in dramatic play or a guided drama experience (e.g., story drama, creative drama, movement stories, pantomime, puppetry).	Social-Communication	B. Social-Emotional Expression and Regulation	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
Preschool, Standard 3. Critically Respond			
Prepared Graduates:			
8. Theatre artists reflect to understand the impact of drama processes and theatre experiences.	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
Preschool Learning and Development Expectation:			
1. Perceive and analyze artistic work.	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
Indicators of Progress:			
a. Recall an emotional response in dramatic play or a guided drama experience.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
Prepared Graduates:			
9. Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
Preschool Learning and Development Expectation:			
2. Interpret intent and meaning in artistic work.	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
Indicators of Progress:			
a. Reflect on choices in a dramatic play and guided drama experiences.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
b. Name and describe characters in a dramatic play or a guided drama.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
Prepared Graduates:			
10. Theatre artists apply criteria to investigate, explore and assess drama and theatre work.	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses

CO Indicators	AEPS-3 Areas	AEPS-3 Strand	AEPS-3 Items
Preschool Learning and Development Expectation:			
3. Apply criteria to evaluate artistic work.	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
Indicators of Progress:			
a. Recognize artistic choices.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
Prepared Graduates:			
11. Theatre artists critically inquire into the ways others have thought about and created drama processes and productions to inform their own work.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
Preschool Learning and Development Expectation:			
4. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
Indicators of Progress:			
a. Identify and connect stories and cultural experiences that are similar to one another in dramatic play or a guided drama experience.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry

Mathematics

Preschool, Standard 1. Number and Quantity

Prepared Graduates:

MP8. Look for and express regularity in repeated reasoning.	Cognitive	E. Scientific Discovery	4.1 Draws conclusions about causes of events based on personal experience
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Preschool Learning and Development Expectation:

P.CC.A. Counting & Cardinality: Know number names and the count sequence.	Math	C. Reading and Writing Numbers	1. Reads and writes numerals for quantities to 5
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Indicators of Progress:

a. Count verbally or sign to at least 20 by ones.	Math	A. Counting	3. Counts out 20 items
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Prepared Graduates:

MP2. Reason abstractly and quantitatively.	Math	B. Quantitative Relations	All
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Preschool Learning and Development Expectation:

P.CC.B. Counting & Cardinality: Recognize the number of objects in a small set.	Math	A. Counting	1.1 Counts 3 items to determine "How many?"
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Indicators of Progress:

a. Instantly recognize, without counting, small quantities of up to five objects and say or sign the number.	Math	A. Counting	1.1 Counts 3 items to determine "How many?"
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Prepared Graduates:

MP6. Attend to precision.	Cognitive	E. Scientific Discovery	2.3 Makes observations
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Preschool Learning and Development Expectation:

P.CC.C. Counting & Cardinality: Understand the relationship between numbers and quantities.	Math	B. Quantitative Relations	1. Compares items in sets to 5 by counting
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Indicators of Progress:

a. Say or sign the number names in order when counting, pairing one number word that corresponds with one object, up to at least 10.	Math	B. Quantitative Relations	1.2 Creates equivalent sets of 5 items
b. Use the number name of the last object counted to answer "How many?" questions for up to approximately 10 objects.	Math	A. Counting	2.1 Counts 10 items to determine "How many?"
c. Accurately count as many as five objects in a scattered configuration or out of a collection of more than five objects.	Math	B. Quantitative Relations	1.2 Creates equivalent sets of 5 items
d. Understand that each successive number name refers to a quantity that is one larger.	Math	B. Quantitative Relations	1. Compares items in sets to 5 by counting

CO Indicators	AEPS-3 Areas	AEPS-3 Strand	AEPS-3 Items
Prepared Graduates:			
MP7. Look for and make use of structure.	Cognitive	D. Reasoning	1. Uses object to obtain another object
Preschool Learning and Development Expectation:			
P.CC.D. Counting & Cardinality: Compare numbers.	Math	B. Quantitative Relations	1. Compares items in sets to 5 by counting
Indicators of Progress:			
a. Identify whether the number of objects in one group is more than, less than or the same as objects in another group for up to at least five objects.	Math	B. Quantitative Relations	1. Compares items in sets to 5 by counting
b. Identify and use numbers related to order or position from first to fifth.	Math	A. Counting	2.2 Recites numbers 1–10
Prepared Graduates:			
MP5. Use appropriate tools strategically.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
Preschool Learning and Development Expectation:			
P.CC.E. Counting & Cardinality: Associate a quantity with written numerals up to 5 and begin to write numbers.	Math	C. Reading and Writing Numbers	1. Reads and writes numerals for quantities to 5
Indicators of Progress:			
a. Associate a number of objects with a written numeral 0–5.	Math	C. Reading and Writing Numbers	1. Reads and writes numerals for quantities to 5
b. Recognize and, with support, write some numerals up to 10.	Math	C. Reading and Writing Numbers	2. Reads and writes numerals for quantities 6–10

Preschool, Standard 2. Algebra and Functions

Prepared Graduates:

MP4. Model with mathematics.	Math	D. Addition and Subtraction	1. Reads and writes symbols for addition (+) and equals (=)
			2. Reads and writes symbols for subtraction (-) and equals (=)

Preschool Learning and Development Expectation:

P.OA.A. Operations & Algebraic Thinking: Understand addition as adding to and understand subtraction as taking away from.	Math	D. Addition and Subtraction	1.5 Demonstrates understanding of concept of addition
	Math	D. Addition and Subtraction	2.3 Demonstrates understanding of concept of subtraction

Indicators of Progress:

a. Represent addition and subtraction in different ways, such as with fingers, objects, and drawings.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
b. Solve addition and subtraction problems set in simple contexts. Add and subtract up to at least five to or from a given number to find a sum or difference up to 10.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
c. With adult assistance, begin to use counting on (adding 1 or 2, for example) from the larger number for addition.	Math	D. Addition and Subtraction	1.2 Counts forward to 10

CO Indicators	AEPS-3 Areas	AEPS-3 Strand	AEPS-3 Items
Prepared Graduates:			
MP8. Look for and express regularity in repeated reasoning.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
Preschool Learning and Development Expectation:			
P.OA.B. Operations & Algebraic Thinking: Understand simple patterns.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
Indicators of Progress:			
a. Fill in missing elements of simple patterns.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
b. Duplicate simple patterns in a different location than demonstrated, such as making the same alternating color pattern with blocks at a table that was demonstrated on the rug. Extend patterns, such as making an eight-block tower of the same pattern that was demonstrated with four blocks.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
c. Identify the core unit of sequentially repeating patterns, such as color in a sequence of alternating red and blue blocks.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
Preschool, Standard 3. Data, Statistics, and Probability			
Prepared Graduates:			
MP1. Make sense of problems and persevere in solving them.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
Preschool Learning and Development Expectation:			
P.MD.A. Measurement & Data: Measure objects by their various attributes using standard and nonstandard measurement and use differences in attributes to make comparisons.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
Indicators of Progress:			
a. Use comparative language, such as shortest, heavier, biggest, or later.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
b. Compare or order up to five objects based on their measurable attributes, such as height or weight.	Math	B. Quantitative Relations	1. Compares items in sets to 5 by counting
c. Measure using the same unit, such as putting together snap cubes to see how tall a book is.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies

Preschool, Standard 4. Geometry

Prepared Graduates:

MP3. Construct viable arguments and critique the reasoning of others.	Cognitive	E. Scientific Discovery	4.1 Communicates results of investigations
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Preschool Learning and Development Expectation:

P.G.A. Geometry: Identify, describe, compare, and compose shapes.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
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Indicators of Progress:

a. Name and describe shapes in terms of length of sides, number of sides, and number of angles/corners.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
b. Correctly name basic shapes (circle, square, rectangle, triangle) regardless of size and orientation.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
c. Analyze, compare, and sort two-and three-dimensional shapes and objects in different sizes. Describe their similarities, differences, and other attributes, such as size and shape.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
d. Compose simple shapes to form larger shapes.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts

Prepared Graduates:

MP6. Attend to precision.	Cognitive	E. Scientific Discovery	4.1 Communicates results of investigations
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Preschool Learning and Development Expectation:

P.G.B. Geometry: Explore the positions of objects in space.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
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Indicators of Progress:

a. Understand and use language related to directionality, order, and the position of objects, including up/down and in front/behind.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
b. Correctly follow directions involving their own position in space, such as "Stand up" and "Move forward."	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts

Music

Preschool, Standard 1. Expression of Music

Prepared Graduates:

1. Apply knowledge and skills through a variety of means to demonstrate musical concepts.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
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Preschool Learning and Development Expectation:

1. Perform expressively.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
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Indicators of Progress:

a. Use voices expressively when speaking, chanting, and singing.	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions
b. Perform through multiple modalities a variety of simple songs and singing games alone and with others.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
c. Use voice and/or instruments to enhance familiar songs or chants.	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions

Prepared Graduates:

2. Perform with appropriate technique and expressive elements to communicate ideas and emotions.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
3. Demonstrate practice and refinement processes to develop independent musicianship.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities

Preschool Learning and Development Expectation:

2. Respond to rhythmic patterns and elements of music using expressive movement.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
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Indicators of Progress:

a. Sing, play, or move to simple songs and singing games.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
b. Move or use body percussion to demonstrate awareness of changes in music.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation

Preschool Learning and Development Expectation:

3. Apply teacher feedback to demonstrate appropriate processes when singing, playing, and moving.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
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Indicators of Progress:

a. Apply teacher feedback for progress of musical practice and experience.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
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Preschool, Standard 2. Creation of Music

Prepared Graduates:

4. Compose, improvise, and arrange sounds and musical ideas to communicate purposeful intent.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
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Preschool Learning and Development Expectation:

1. Improvise movement and sound responses to music.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
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Indicators of Progress:

a. Improvise sound effects to accompany play activities	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
b. Use improvised movement to demonstrate musical awareness	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal

Preschool, Standard 3. Theory of Music

Prepared Graduates:

5. Read, write, and analyze the elements of music through a variety of means to demonstrate musical literacy.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
6. Aurally identify and differentiate musical elements to interpret and respond to music.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes

Preschool Learning and Development Expectation:

1. Describe and respond to musical elements.	Cognitive	E. Scientific Discovery	2.3 Makes observations
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Indicators of Progress:

a. Use individual means to respond to rhythm.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
b. Use individual means to respond to pitch.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
c. Use individual means to respond to dynamics.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
d. Use individual means to respond to form.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
e. Use invented symbols to represent musical sounds and ideas.	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object

Preschool Learning and Development Expectation:

2. Recognize a wide variety of sounds and sound sources.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
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Indicators of Progress:

a. Use personal communication to describe sources of sound.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
b. Use individual means to respond to dynamics and tempo.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts

Preschool, Standard 4. Aesthetic Valuation of Music

Prepared Graduates:

7. Evaluate and respond to music using criteria to make informed musical decisions.	Cognitive	D. Reasoning	3.1 Evaluates common solutions to solve problems or reach goals
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Preschool Learning and Development Expectation:

1. Show musical preference for style or song.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
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Indicators of Progress:

a. Move, sing, or describe to show preference for styles of music.	Social-Emotional	A. Early Social Communication	4.2 Makes choices to express preferences
b. Discuss feelings in response to music.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
c. Use individual communication to describe music.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal

Prepared Graduates:

8. Connect musical ideas and works with societal, cultural and historical context to understand relationships and influences.	Cognitive	D. Reasoning	4. Draws plausible conclusions about events beyond personal experience
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Preschool Learning and Development Expectation:

2. Recognize music in daily life.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
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Indicators of Progress:

a. Explore music from media, community, and home events.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
b. Listen and respond to various musical styles (such as marches and lullabies).	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
c. Communicate feelings in music.	Social-Communication	D. Reasoning	2.1 Tries different simple actions to achieve goal
d. Express personal interests regarding why some music selections are preferred over others.	Social-Emotional	A. Early Social Communication	4.2 Makes choices to express preferences

Physical Education

Preschool, Standard 1. Movement Competence and Understanding

Prepared Graduates:

1. Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
	Gross Motor	B. Movement and Coordination	5.1 Runs
	Gross Motor	B. Movement and Coordination	6. Jumps forward
	Gross Motor	B. Movement and Coordination	7. Skips
	Gross Motor	B. Movement and Coordination	7.1 Gallops

Preschool Learning and Development Expectation:

1. Travel in a variety of directions using basic locomotor skills and demonstrate understanding of personal and general space.	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
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Indicators of Progress:

a. Move safely in a large group without bumping into others or falling while using locomotor skills.	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
b. Travel forward and sideways while changing directions quickly in response to a signal.	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
c. Perform movements to the rhythm of music.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
d. Develop motor control and balance for a range of physical activities, such as walking, propelling a wheelchair or mobility device, skipping, running, climbing, and hopping.	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
	Gross Motor	B. Movement and Coordination	5.1 Runs
	Gross Motor	B. Movement and Coordination	7. Skips
e. Develop motor coordination and skill in using objects for a range of physical activities, such as pulling, throwing, catching, kicking, bouncing or hitting balls, and riding a tricycle.	Gross Motor	C. Active Play	3.1 Pedals and steers bicycle with training wheels
	Gross Motor	C. Active Play	1.5 Throws ball overhand at target with one hand
	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	Cognitive	E. Scientific Discovery	4.1 Communicates results of investigations
	Gross Motor	C. Active Play	3. Rides and steers bicycle

CO Indicators	AEPS-3 Areas	AEPS-3 Strand	AEPS-3 Items
Prepared Graduates:			
4. Participate in and understand the benefits of regular physical activity.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
Preschool Learning and Development Expectation:			
1. Recognize the positive feelings experienced during and after physical activity.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
Indicators of Progress:			
a. Participate in activities that increase the heart rate.	Gross Motor	B. Movement and Coordination	5.1 Runs
b. Participate in activities that require stretching the muscles.	Gross Motor	C. Active Play	2.2 Climbs play equipment
c. Begin to understand how daily activity and healthy behavior promote overall personal health and safety.	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
d. Identify physical activity opportunities inside and outside of school.	Gross Motor	D. Independent and Group Participation	3. Initiates and completes independent activities

Preschool, Standard 3. Social Emotional Wellness

Prepared Graduates:

5. Exhibit responsible personal and social behavior that respects self and others in physical activity settings.	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings
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Preschool Learning and Development Expectation:

1. Demonstrate understanding of positive social interaction with teachers and peers.	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	Social-Emotional	C. Interactions with Peers	1.2 Responds appropriately to peer social behavior

Indicators of Progress:

a. Demonstrate listening to the teacher during group activities.	Social-Emotional	D. Independent and Group Participation	1. Interacts appropriately with others during small-group activities
	Social-Emotional	D. Independent and Group Participation	2. Interacts appropriately with others during large-group activities
b. Demonstrate sharing and taking turns when with participating with peers.	Social-Emotional	C. Interactions with Peers	3.3 Shares or exchanges objects
c. Follow directions to simple activities.	Social-Emotional	E. Meeting Social Expectations	3. Follows context-specific rules
d. Recognize basic class rules and protocols.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
e. Individuals recognize that rules make situations and activities safe and run more smoothly.	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules

Preschool, Standard 4. Prevention and Risk Management

Prepared Graduates:

6. Apply personal safety knowledge and skills to prevent and treat injury.	Adaptive	E. Scientific Discovery	4. Transfers knowledge
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Preschool Learning and Development Expectation:

1. Understand basic safety rules and principles.	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
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Indicators of Progress:

a. Follow teacher directions for safe participation in physical activity.	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
b. Follow basic health and safety rules and respond appropriately to harmful or unsafe situations.	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
c. Communicate an understanding of the importance of health and safety routines and rules.	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules

Reading, Writing, and Communicating

Preschool, Standard 1. Oral Expression and Listening

Prepared Graduates:

1. Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.	Social-Emotional	D. Independent and Group Participation	2. Interacts appropriately with others during large-group activities
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Preschool Learning and Development Expectation:

1. Children comprehend and understand the English language (Receptive Language).	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
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Indicators of Progress:

a. Attend to language during conversations, songs, stories or other learning experiences.	Social-Communication	D. Social Use of Language	3.1 Uses socially appropriate physical orientation
b. Comprehend increasingly complex and varied vocabulary.	Social-Communication	B. Communicative Understanding	3. Follows multistep directions without contextual cues
c. Follow two- to three-step directions.	Social-Communication	B. Communicative Understanding	3. Follows multistep directions without contextual cues

Preschool Learning and Development Expectation:

2. Children use language to convey thoughts and feelings (Expressive Language).	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
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Indicators of Progress:

a. Participate in conversations of more than three exchanges with peers and adults.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
b. Use language to express ideas and needs.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
c. Use increasingly complex and varied vocabulary.	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
d. Understand the difference between a question and a statement.	Social-Communication	C. Communicative Expression	4. Asks questions using inverted auxiliary
e. Practice asking questions and making statements.	Social-Communication	C. Communicative Expression	4.1 Asks <i>wh-</i> questions
f. Speak in sentences of five or six words.	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols

Preschool, Standard 2. Reading for All Purposes

Prepared Graduates:

3. Read a wide range of literary texts to build knowledge and to better understand the human experience.	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
4. Read a wide range of informational texts to build knowledge and to better understand the human experience.	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading

Preschool Learning and Development Expectation:

1. Children understand and obtain meaning from stories and information from books and other texts.	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary
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Indicators of Progress:

a. Show interest in shared reading experiences and looking at books independently.	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
b. Recognize how books are read, such as front-to-back and one page at a time, and recognize basic characteristics, such as title, author, and illustrator.	Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end
c. Ask and answer questions and make comments about print materials.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
d. Demonstrate interest in different kinds of literature, such as fiction and nonfiction books and poetry, on a range of topics.	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
e. Begin to identify key features of reality versus fantasy in stories, pictures, and events.	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary
f. Retell stories or information from books through conversation, artistic works, creative movement, or drama.	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
g. Make predictions based on illustrations.	Literacy	D. Vocabulary and Story Comprehension	2.1 Makes predictions about what will happen next in story
h. Begin to identify key features of reality versus fantasy in stories, pictures, and events.	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary

CO Indicators	AEPS-3 Areas	AEPS-3 Strand	AEPS-3 Items
Prepared Graduates:			
5. Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.	Literacy	D. Vocabulary and Story Comprehension	3.3 Demonstrates understanding of vocabulary associated with early literacy concepts
Preschool Learning and Development Expectation:			
2. Phonological awareness is the building block for understanding language.	Literacy	B. Phonological Awareness	2. Segments compound words into component words
	Literacy	B. Phonological Awareness	3. Segments syllables of two- and three-syllable words
	Literacy	B. Phonological Awareness	4. Segments CVC words into individual sounds
Indicators of Progress:			
a. Identify and discriminate between words in language.	Literacy	B. Phonological Awareness	2. Segments compound words into component words
b. Identify and discriminate between separate syllables in words.	Literacy	B. Phonological Awareness	3. Segments syllables of two- and three-syllable words
c. Identify and discriminate between sounds and phonemes in language, such as attention to beginning and ending sounds of words and recognition that different words begin or end with the same sound.	Literacy	B. Phonological Awareness	4.3 Identifies last sounds in CVC words
	Literacy	B. Phonological Awareness	4.4 Identifies beginning sounds in CVC words
d. Recognize patterns of sounds in songs, storytelling, and poetry through interactions and meaningful experiences.	Literacy	B. Phonological Awareness	2.2 Claps for words in sentences
Preschool Learning and Development Expectation:			
3. Print concepts and conventions anchor concepts of early decoding.	Literacy	A. Awareness of Print Concepts	3. Recognizes print words for common or familiar people, objects, or pictures
Indicators of Progress:			
a. Recognize print in everyday life, such as numbers, letters, one's name, words, and familiar logos and signs.	Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos
b. Understand that print conveys meaning.	Literacy	A. Awareness of Print Concepts	3. Recognizes print words for common or familiar people, objects, or pictures
c. Understand conventions, such as print moves from left to right and top to bottom of a page.	Literacy	A. Awareness of Print Concepts	2. Demonstrates understanding that text is read in one direction and from top to bottom of page
d. Recognize words as a unit of print and understand that letters are grouped to form words.	Literacy	C. Alphabet Knowledge	2.1 Sounds out CVC words
e. Recognize the association between spoken or signed and written words.	Literacy	C. Alphabet Knowledge	2. Reads simple CVC and sight word text

CO Indicators	AEPS-3 Areas	AEPS-3 Strand	AEPS-3 Items
Preschool Learning and Development Expectation:			
4. The names and sounds associated with letters makes up alphabetic knowledge.	Literacy	C. Alphabet Knowledge	2. Reads simple CVC and sight word text
Indicators of Progress:			
a. Recognize that the letters of the alphabet are a special category of visual graphics that can be individually named.	Literacy	C. Alphabet Knowledge	1. Names all uppercase and lowercase letters of alphabet
b. Recognize that letters of the alphabet have distinct sound(s) associated with them.	Literacy	C. Alphabet Knowledge	2.4 Produces correct sounds for six letters of alphabet
c. Attend to the beginning letters and sounds in familiar words.	Literacy	B. Phonological Awareness	4.4 Identifies beginning sounds in CVC words
d. Identify letters and associate correct sounds with letters, including a minimum of ten letters, preferably including letters in the child's name.	Literacy	C. Alphabet Knowledge	1.4 Names letters in own first name
Preschool, Standard 3. Writing and Composition			
Prepared Graduates:			
6. Craft arguments using techniques specific to the genre.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
7. Craft informational/explanatory texts using techniques specific to the genre.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
8. Craft narratives using techniques specific to the genre.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
Preschool Learning and Development Expectation:			
1. Familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters.	Literacy	E. Writing	2.1 Makes representational drawings
Indicators of Progress:			
a. Experiment with writing tools and materials.	Literacy	E. Writing	3.1 Writes using developmental spelling
b. Recognize that writing is a way of communicating for a variety of purposes, such as giving information, sharing stories, or giving an opinion.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
c. Use scribbles, shapes, pictures, and letters to represent objects, stories, experiences, or ideas.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
d. Copy, trace, or independently write letters or words.	Literacy	E. Writing	3.3 Copies entire first name

Preschool, Standard 4. Research Inquiry and Design

Prepared Graduates:

10. Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
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Preschool Learning and Development Expectation:

1. Begin research by asking a question to identify and define a problem and its possible solutions.	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
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Indicators of Progress:

a. Differentiate between questions and statements	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
b. Identify problems and search for solutions by asking questions during collaborative explorations of the topic; begin to state facts about the topic.	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation

Science

Preschool, Standard 1. Physical Science

Prepared Graduates:

1. Students can use the full range of science and engineering practices to make sense of natural phenomena and solve problems that require understanding structure, properties and interactions of matter.

Cognitive

E. Scientific Discovery

2.2 Demonstrates knowledge about natural happenings

Preschool Learning and Development Expectation:

1. Recognize that physical properties of objects and/or materials help us understand the world.

Cognitive

E. Scientific Discovery

2.2 Demonstrates knowledge about natural happenings

Indicators of Progress:

a. Use senses to explore the properties of objects and materials (e.g., solids, liquids).

Cognitive

E. Scientific Discovery

1.2 Uses senses to explore

b. Make simple observations, predictions, explanations, and generalizations based on real-life experiences.

Cognitive

E. Scientific Discovery

1. Expands simple observations and explorations into further inquiry

c. Collect, describe, predict and record information using words, drawings, maps, graphs and charts.

Cognitive

E. Scientific Discovery

1.1 Uses simple tools to gather information

d. Observe, describe, and discuss living things and natural processes.

Cognitive

E. Scientific Discovery

2.2 Demonstrates knowledge about natural happenings

Preschool Learning and Development Expectation:

2. Recognize there are cause - and - effect relationships related to matter and energy.

Cognitive

E. Scientific Discovery

4.1 Communicates results of investigations

Indicators of Progress:

a. Recognize and investigate cause - and - effect relationships in everyday experiences (pushing, pulling, kicking, rolling or blowing objects).

Cognitive

E. Scientific Discovery

4.1 Communicates results of investigations

b. Notice change in matter.

Cognitive

E. Scientific Discovery

2.2 Demonstrates knowledge about natural happenings

c. Observe, describe and discuss properties of materials and transformation of substances.

Cognitive

E. Scientific Discovery

4.2 Demonstrates knowledge of properties of change resulting from investigations

d. Seek answers to questions and test predictions using simple experiments.

Cognitive

E. Scientific Discovery

3. Investigates to test hypotheses

Preschool, Standard 2. Life Science

Prepared Graduates:

5. Students can use the full range of science and engineering practices to make sense of natural phenomena and solve problems that require understanding how individual organisms are configured and how these structures function to support life, growth, behavior and reproduction.

Cognitive

E. Scientific Discovery

2.2 Demonstrates knowledge about natural happenings

Preschool Learning and Development Expectation:

1. Recognize that living things have unique characteristics and basic needs that can be observed and studied.

Cognitive

C. Conceptual Knowledge

3. Classifies using multiple attributes

Indicators of Progress:

a. Observe, describe and discuss living things.

Social-Communication

D. Social Use of Language

2.2 Describes objects, people, and events as part of social exchange

b. Observe similarities and differences in the needs of living things.

Cognitive

C. Conceptual Knowledge

3. Classifies using multiple attributes

c. Observe and describe how natural habitats provide for the basic needs of plants and animals with respect to shelter, food, water, air and light.

Cognitive

E. Scientific Discovery

4.1 Communicates results of investigations

d. Ask and pursue questions through simple investigations and observations of living things.

Cognitive

E. Scientific Discovery

2.1 Generates specific questions for investigation

e. Collect, describe, and record information about living things through discussion, drawings, graphs, technology and charts.

Cognitive

E. Scientific Discovery

1.1 Uses simple tools to gather information

f. Identify differences between living and nonliving things.

Cognitive

C. Conceptual Knowledge

3. Classifies using multiple attributes

Prepared Graduates:

6. Students can use the full range of science and engineering practices to make sense of natural phenomena and solve problems that require understanding how living systems interact with the biotic and abiotic environment.

Cognitive

E. Scientific Discovery

2.2 Demonstrates knowledge about natural happenings

Preschool Learning and Development Expectation:

2. Recognize that living things develop in predictable patterns.

Cognitive

E. Scientific Discovery

2.2 Demonstrates knowledge about natural happenings

Indicators of Progress:

a. Identify the common needs such as food, air and water of familiar living things.

Cognitive

E. Scientific Discovery

2.2 Demonstrates knowledge about natural happenings

b. Predict, explain and infer patterns based on observations and representations of living things, their needs and life cycles.

Cognitive

E. Scientific Discovery

4.1 Communicates results of investigations

c. Observe and document changes in living things over time using different modalities such as drawing, dramatization, describing or using technology.

Cognitive

D. Reasoning

2.1 Tries different simple actions to achieve goal

d. Recognize that plants and animals grow and change.

Cognitive

E. Scientific Discovery

4.2 Demonstrates knowledge of properties of change resulting from investigations

Preschool, Standard 3. Earth and Space Science

Prepared Graduates:

11. Students can use the full range of science and engineering practices to make sense of natural phenomena and solve problems that require understanding how human activities and the Earth's surface processes interact.

Cognitive

E. Scientific Discovery

2.2 Demonstrates knowledge about natural happenings

Preschool Learning and Development Expectation:

1. The acquisition of concepts and facts related to the Earth materials and their uses.

Cognitive

E. Scientific Discovery

2.2 Demonstrates knowledge about natural happenings

Indicators of Progress:

a. Use senses and tools, including technology, to investigate materials, and observe processes and relationships to gather information and explore the environment.

Cognitive

E. Scientific Discovery

1.1 Uses simple tools to gather information

Cognitive

E. Scientific Discovery

1.2 Uses senses to explore

b. Inquire about the natural and physical environment.

Cognitive

E. Scientific Discovery

1. Expands simple observations and explorations into further inquiry

c. Observe and discuss common properties, differences and comparisons among objects.

Cognitive

C. Conceptual Knowledge

3. Classifies using multiple attributes

d. Participate in simple investigations to form hypothesis, gather observations, draw conclusions.

Cognitive

E. Scientific Discovery

2.1 Generates specific questions for investigation

e. Record observations using words, drawings, maps, graphs and charts.

Cognitive

E. Scientific Discovery

1.1 Uses simple tools to gather information

Prepared Graduates:

9. Students can use the full range of science and engineering practices to make sense of natural phenomena and solve problems that require understanding the universe and Earth's place in it.

Cognitive

E. Scientific Discovery

2.2 Demonstrates knowledge about natural happenings

Preschool Learning and Development Expectation:

2. The acquisition of concepts and facts related to the natural and physical world and the understanding of naturally occurring relationships.

Cognitive

E. Scientific Discovery

2.2 Demonstrates knowledge about natural happenings

Indicators of Progress:

a. Predict, explain and infer patterns based on observations and evidence.

Cognitive

E. Scientific Discovery

2. Anticipates outcome of investigation

b. Articulate findings through a variety of modalities (e.g., drawings, words, dramatizations).

Cognitive

E. Scientific Discovery

4.1 Communicates results of investigations

c. Recognizes familiar elements of the natural world and demonstrates an understanding that these may change over time (e.g., sun and moon, weather).

Cognitive

C. Conceptual Knowledge

3. Classifies using multiple attributes

d. Observe and describe patterns observed over the course of a number of days and nights (e.g., differences in the activities or appearance of plants and animals).

Cognitive

C. Conceptual Knowledge

4. Uses early conceptual comparisons

Social Studies

Preschool, Standard 1. History

Prepared Graduates:

1. Understand the nature of historical knowledge as a process of inquiry that examines and analyzes how history is viewed, constructed, and interpreted.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
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Preschool Learning and Development Expectation:

1. Recognize change and sequence over time.	Cognitive	E. Scientific Discovery	4.3 Shows awareness that manipulation of materials or processes prompted change in those materials or processes
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Indicators of Progress:

a. Differentiate between past, present, and future.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
b. Recognize family or personal events that happened in the past.	Cognitive	B. Imitation and Memory	3. Relates past events
c. Understand that how people live and what they do changes over time.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons

Preschool, Standard 2. Geography

Prepared Graduates:

3. Apply geographic representations and perspectives to analyze human movement, spatial patterns, systems, and the connections and relationships among them.	Cognitive	E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations
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Preschool Learning and Development Expectation:

1. Develop spatial understanding, perspectives, and connections to the world	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
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Indicators of Progress:

a. Identify aspects of the environment, such as roads, buildings, trees, gardens, bodies of water, and land formations.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
b. Develop an awareness of the school, neighborhood, and community.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts

Preschool, Standard 3. Economics

Prepared Graduates:

5. Understand the allocation of scarce resources in societies through analysis of individual choice, market interaction, and public policy.	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
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Preschool Learning and Development Expectation:

1. Individuals have many wants and have to make choices.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
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Indicators of Progress:

a. Identify choices that individuals can make.	Social-Emotional	A. Early Social Communication	4.2 Makes choices to express preferences
b. Explain how individuals earn money and use it to make choices among their various wants.	Cognitive	D. Reasoning	4. Draws plausible conclusions about events beyond personal experience

Prepared Graduates:

6. Apply economic reasoning skills to make informed personal financial decisions (PFL).	Cognitive	D. Reasoning	4. Draws plausible conclusions about events beyond personal experience
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Preschool Learning and Development Expectation:

2. Identify money and its purpose (PFL).	Cognitive	D. Reasoning	1. Uses object to obtain another object
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Indicators of Progress:

a. Recognize coins and currency as money.	Cognitive	D. Reasoning	1. Uses object to obtain another object
b. Identify how money is used.	Cognitive	D. Reasoning	1. Uses object to obtain another object
c. Discuss why we need money.	Cognitive	D. Reasoning	1. Uses object to obtain another object
d. Sort coins by physical attributes such as color or size.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts

Preschool, Standard 4. Civics

Prepared Graduates:

7. Express an understanding of how civic participation affects policy by applying the rights and responsibilities of a citizen.	Cognitive	D. Reasoning	4. Draws plausible conclusions about events beyond personal experience
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Preschool Learning and Development Expectation:

1. Understand one's relationship to the family and community and respect differences in others.	Cognitive	D. Reasoning	4. Draws plausible conclusions about events beyond personal experience
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Indicators of Progress:

a. Recognize membership in family, neighborhood, school, team, and various other groups and organizations.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
b. Understand similarities and respect differences among people within their classroom and community.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes

Prepared Graduates:

8. Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society.	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
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Preschool Learning and Development Expectation:

2. Rules allow groups to work effectively.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
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Indicators of Progress:

a. Understand the reasons for rules in the home and classroom and for laws in the community.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
b. Show interest in interacting with and developing relationships with others.	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
c. Recognize that everyone has rights and responsibilities within a group.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
d. Demonstrate self-regulated behaviors and fairness in resolving conflicts.	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts

Visual Arts

Preschool, Standard 1. Observe and Learn to Comprehend

Prepared Graduates:

1. See oneself as a participant in visual art and design by experiencing, viewing or making.	Social-Emotional	D. Independent and Group Participation	2. Interacts appropriately with others during large-group activities
3. Practice critical and analytical skills by using academic language to discuss works of art and visual culture.	Literacy	D. Vocabulary and Story Comprehension	2.3 Tells story associated with series of pictures
6. Create works of visual art and design that demonstrate increasing levels of mastery in skills and techniques.	Fine Motor	C. Mechanics of Writing	1. Holds writing tool using three-finger grasp to write or draw

Preschool Learning and Development Expectation:

1. Identify art in daily surroundings.	Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos
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Indicators of Progress:

a. Select images in materials such as but not limited to books, cartoons, computer games and environmental print.	Literacy	D. Vocabulary and Story Comprehension	1.1 Labels familiar people, actions, objects, and events in picture books
b. Use age-appropriate communication to describe works of art.	Literacy	D. Vocabulary and Story Comprehension	2.3 Tells story associated with series of pictures
c. Recognize basic language of art and design in relation to daily surroundings.	Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos

Preschool, Standard 2. Envision and Critique to Reflect

Prepared Graduates:

2. Visually and/or verbally articulate how visual art and design are a means for communication.	Literacy	D. Vocabulary and Story Comprehension	2.3 Tells story associated with series of pictures
4. Critique connections between visual art and historic and contemporary philosophies.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
6. Create works of visual art and design that demonstrate increasing levels of mastery in skills and techniques.	Fine Motor	C. Mechanics of Writing	1. Holds writing tool using three-finger grasp to write or draw
9. Persist in the creative process and innovate from failure.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities

Preschool Learning and Development Expectation:

1. Know that works of art can represent people, places and things.	Cognitive	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
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Indicators of Progress:

a. Explain that works of art communicate ideas and tell stories.	Social-Communication	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
b. Communicate a story about a work of art.	Literacy	D. Vocabulary and Story Comprehension	2.3 Tells story associated with series of pictures
c. Discuss one's own artistic creations and those of others.	Literacy	E. Writing	1.1 Dictates description of drawing

Preschool, Standard 3. Invent and Discover to Create

Prepared Graduates:

6. Create works of visual art and design that demonstrate increasing levels of mastery in skills and techniques.	Fine Motor	C. Mechanics of Writing	1. Holds writing tool using three-finger grasp to write or draw
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Preschool Learning and Development Expectation:

1. Create works of art based on personal relevance.	Literacy	E. Writing	2.1 Makes representational drawings
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Indicators of Progress:

a. Explore the process of creating works of art at one's own pace that arrive at an individual desired outcome.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
b. Use art materials freely, safely and with respect in any environment.	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
c. Engage in the process of creating visual narratives from familiar stories and subject matter.	Literacy	E. Writing	2. Writes and draws for a variety of purposes

Preschool, Standard 4. Relate and Connect to Transfer

Prepared Graduates:

1. See oneself as a participant in visual art and design by experiencing, viewing or making.	Fine Motor	C. Mechanics of Writing	1. Holds writing tool using three-finger grasp to write or draw
2. Visually and/or verbally articulate how visual art and design are a means for communication.	Literacy	E. Writing	1.2 Verbally labels representational drawings
4. Critique connections between visual art and historic and contemporary philosophies.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
5. Interpret works of art and design in the contexts of varied traditions, histories and cultures.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts

Preschool Learning and Development Expectation:

1. Understand that artists have an important role in communities.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
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Indicators of Progress:

a. Explain what an artist does and who an artist can be.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
b. Identify some of the activities in which artists participate.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
c. Identify arts materials used by artists.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes

World Languages

Preschool, Standard 1. Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.

Prepared Graduates:

Preschool 1. Interact in spoken or gesture-enhanced speech to share information, reactions, feelings and opinions.	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions
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Preschool Learning and Development Expectation:

1+ Communicate effectively in the target language using gestures, pointing or facial expressions to augment oral language.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
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Indicators of Progress:

a. Understand and answer a few simple questions on very familiar topics, using practiced or memorized words.	Social-Communication	B. Communicative Understanding	4.1 Answers <i>who</i> , <i>what</i> , and <i>where</i> questions
b. Express some basic needs using practiced or memorized words.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
c. Express basic preferences or feelings using practiced or memorized words.	Social-Emotional	A. Early Social Communication	4.2 Makes choices to express preferences
d. Identify memorized or familiar words when they are supported by visuals or gestures.	Literacy	D. Vocabulary and Story Comprehension	1.1 Labels familiar people, actions, objects, and events in picture books
e. Understand memorized or familiar words in conversations, especially when they are supported by visuals or gestures.	Social-Communication	B. Communicative Understanding	2.2 Responds to single-word directive
f. Introduce self, using practiced or memorized words and phrases, and with the help of visuals.	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
g. Name very familiar people, places and objects, using practiced or memorized words and phrases, and with the help of visuals.	Social-Communication	D. Vocabulary and Story Comprehension	1.1 Labels familiar people, actions, objects, and events in picture books

Preschool, Standard 2. Cultures/Intercultural Communication: Interact with cultural competence and understanding.

Prepared Graduates:

Preschool 2. Demonstrate an understanding of the products, practices and perspectives of the cultures studied.

Cognitive

C. Conceptual Knowledge

3. Classifies using multiple attributes

Preschool Learning and Development Expectation:

2+ Develop cultural competence and understanding.

Social-Emotional

E. Meeting Social Expectations

3. Follows context-specific rules

Indicators of Progress:

a. Identify some practices of cultures and basic cultural beliefs especially those related to the children in the classroom and the community.

Social-Emotional

E. Meeting Social Expectations

2. Meets accepted social norms in community settings

b. Imitate some simple patterns of behavior in familiar settings across cultures.

Social-Emotional

E. Meeting Social Expectations

2. Meets accepted social norms in community settings

c. Use very basic knowledge of cultural practices to accomplish simple, routine tasks.

Social-Emotional

E. Meeting Social Expectations

2. Meets accepted social norms in community settings

d. Identify some products of cultures, especially those related to the children in the classroom and the community.

Social-Emotional

E. Meeting Social Expectations

2. Meets accepted social norms in community settings

e. Use basic cultural knowledge to interact with others when using the target language.

Social-Communication

D. Social Use of Language

1.1 Follows social conventions of language

Preschool, Standard 3. Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.

Prepared Graduates:

Preschool 3. Build their knowledge of other content areas through experiences in the target language.

Cognitive

E. Scientific Discovery

4. Transfers knowledge

Preschool Learning and Development Expectation:

3+ Connect with other content areas in order to build academic awareness through experiences in the target language.

Cognitive

E. Scientific Discovery

4. Transfers knowledge

Indicators of Progress:

a. Identify information from other content areas related to the target language and its cultures.

Cognitive

E. Scientific Discovery

4. Transfers knowledge

Preschool, Standard 4. Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence.

Prepared Graduates:

Preschool 4. Explore the nature of language through comparisons of the target language and their own.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
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Preschool Learning and Development Expectation:

4+ Develop insight into the nature of language and culture in order to develop cultural competence.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
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Indicators of Progress:

a. Recognize similarities and differences between the target language and their own language.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
b. Recognize similarities and differences between the target culture and their own culture.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes