



## ALIGNMENT

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

## **WITH Vermont Early Learning Standards**

## ***Alignment of Assessment, Evaluation, and Programming System for Infants and Children, Third Edition (AEPS®-3) with Vermont Early Learning Standards***

This document aligns the birth to three, preschool, and kindergarten content from the *Vermont Early Learning Standards* [2015] 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.

Vermont Agency of Education and Vermont Agency of Human Services (2015). *Vermont Early Learning Standards*. Retrieved from: <https://education.vermont.gov/sites/aoe/files/documents/edu-early-education-early-learning-standards.pdf>

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## APPROACHES TO LEARNING

### Element 1: Play and Exploration

#### Goal 1: Children engage in play to understand the world around them.

Infants (By 12 months)	1. Play independently (solitary play).	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	2. Respond to play activities (e.g. peek-a-boo).	Social-Emotional	A. Interactions with Adults	2.3 Responds to familiar game or action
	3. Use senses to explore objects and toys (e.g., chews on toy).	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	4. Relate objects to each other (e.g. banging 2 blocks).	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
	5. Engage in simple turn-taking games.	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
Younger Toddlers (By 18 months)	1. Engage in solitary and parallel play (e.g., children building blocks next to each other, but not interacting with each other).	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
		Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
	2. Engage in intended use of toy (e.g., running car along the floor).	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
	3. Engage in simple pretend play with actual objects (e.g., puts phone to ear, or doll to bed).	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	4. Play outside engaging with the natural environment (e.g., feeling leaves, digging in sand).	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
Older Toddlers (By 36 months)	1. Engage in constructive play (e.g., use blocks to build a tower).	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
	2. Engage in representational play (e.g., use a gourd as a hammer or a block as a phone).	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
	3. Experiment with the outdoor environment (e.g., climb on rocks, roll down hills).	Gross Motor	B. Movement and Coordination	4.3 Gets up and down from low structure
	4. Build friendships through play.	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer

VT Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items	
Younger Preschoolers (By 48 months)	1. Engage in associative play (e.g., play without planning and negotiation) with other children for short periods of time.	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
	2. Primarily engage in basic constructive play activities (e.g., building road with rocks) and dramatic play activities by taking on a role.	Social-Emotional	C. Interactions with Peers	3.2 Joins others in cooperative activity
	3. Build knowledge through play (e.g., blocks/math, dramatic play/literacy, water table/problem solving, outdoor play/science).	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
Older Preschoolers (By 60 months)	1. Engage solidly in “solitary”, “parallel”, “associative” and “cooperative play” (e.g., play that involves engagement, negotiation and pre-planning).	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
	2. Engage in sustained play episodes (e.g., stays in a dramatic play role like “the baby”).	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	3. Practice concepts through play (e.g., emergent writing: restaurant menu, geometry: naming the block shapes used in building a garage).	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	4. Play basic games with rules.	Social-Emotional	C. Interactions with Peers	4.2 Participates in game
Kindergartners	1. Play basic games with rules.	Social-Emotional	C. Interactions with Peers	4. Maintains engagement in games with rules
	2. Engage in a variety of play-based contexts, to develop skills in oral language, idea expression, problem-solving, and self-regulation.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	3. Incorporate the outdoor natural environment into play scenarios.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	4. Engage in productive play scenarios to develop oral language, express ideas, problem-solve, and develop self-regulation.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play

## Element 2: Initiative

## Goal 1: Children show curiosity about the world around them and take action to interact with it and learn.

Infants (By 12 months)	1. Use senses to explore the immediate environment.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	2. Show interest in themselves (e.g., play with own feet).	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	3. Seek, initiate and respond to interactions with people and objects.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
Younger Toddlers (9-18 months)	1. Experiment with object to see how it reacts to different actions (e.g. bang , shake and roll pinecone).	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	2. Experiment with multiple objects to gain information (e.g. rolls car, ball and stuffed animal down a ramp).	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	3. Engage in simple cause and effect (e.g., jack-in-the-box, placing hand under faucet and getting sprayed with water).	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	4. Indicate preferences or dislikes for activities, people and experiences.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	5. Use memory as a foundation for more complex play, actions and ideas.	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
Older Toddlers (18-36 months)	1. Watch others and imitate or participate.	Cognitive	B. Imitation and Memory	1. Imitates novel coordinated motor actions
	2. Apply knowledge in new situations.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	3. Ask questions to get new information.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	4. Initiate play with one peer.	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer

VT Standards	AEPS-3 Area		AEPS-3 Strand	AEPS-3 Items
Younger Preschoolers (36-48 months)	1. Observe others to enter play.	Social-Emotional	C. Interactions with Peers	3.2 Joins others in cooperative activity
	2. Initiate play with one or more peers.	Social-Emotional	C. Interactions with Peers	3.1 Initiates cooperative activity
	3. Show interest in how things work.	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
	4. Explore and discuss a range of topics.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
Older Preschoolers (48-60 months)	1. Demonstrate flexibility, imagination and inventiveness in approaching task and activities through play.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	2. Explore and discuss a range of topics, ideas and tasks.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	3. Attempt to master new skills (e.g., riding a bike).	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	4. Ask questions to find out about future events.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
Kindergartners	1. Initiate finding answers to questions using a variety of resources (e.g., find a book, through play with peer or simply asking an adult).	Cognitive	D. Reasoning	3. Solves problems using multiple strategies

### Element 3: Problem Solving

#### Goal 1: Children display an interest in novel situations and demonstrate flexibility, creativity and innovation in solving challenging tasks.

Infants (0-12 months)	1. Use hands, mouth, and eyes in a coordinated manner to explore body, objects and surroundings.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	2. React to new voices or sounds by turning in the direction of the sound or changing facial expression.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	3. Demonstrate creativity by exploring objects in multiple ways (e.g. pushes a chair to maintain balance).	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	4. Watch and imitate the actions of others.	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
	5. Use actions to solve simple problems (e.g., rolling to side to reach object).	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
Younger Toddlers (9-18 months)	1. Make discoveries about self, others, and the environment through a variety of multi-sensory/motor interactions.	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	2. Experiment and practice to expand skill level.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	3. Use creative role playing to solve problems and to communicate needs.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	4. Try solutions to everyday problems until discovers one that works.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
Older Toddlers (18-36 months)	1. Ask questions to gain information.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	2. Experiment with the environment, toys, and peers with purpose.	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	3. Demonstrate a willingness to try new activities and experiences.	Social-Emotional	D. Independent and Group Participation	3.2 Responds to request to begin activity
	4. Experiment with the effect of own actions on things and people.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	5. Use simple problem-solving skills to figure out solutions to everyday problems.	Cognitive	D. Reasoning	1. Uses object to obtain another object

VT Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Younger Preschoolers (36-48 months)	1. Invent new ways to use everyday items.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	2. Investigate new objects, scenarios, and problem situations.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	3. Seek to understand cause and effect ("If I do this, why does that happen?").	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
	4. During play, problem-solve with others.	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
Older Preschoolers (48-60 months)	1. Use imagination and creativity to interact with objects and materials.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	2. Uses a new skill in a variety of contexts.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	3. Engage in learning through attempting, repeating, experimenting, refining, and elaborating on experiences and activities.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	4. Demonstrate appropriate solutions to simple problems.	Cognitive	D. Reasoning	3.1 Evaluates common solutions to solve problems or reach goals
Kindergartners	1. Use available materials in novel ways to meet desired goals. (e.g. build a new marble maze with recycled materials).	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	2. Work with peers to solve problems.	Social-Emotional	D. Independent and Group Participation	4. Resolves conflicts using negotiation
	3. Ask questions to find out about phenomenon of interest.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information



## SOCIAL AND EMOTIONAL LEARNING AND DEVELOPMENT

### Element 1: Emotions and Self-Regulation

#### Goal 1: Children express a range of emotions and regulate their emotional and social responses.

Infants (0-12 months)	1. Express emotions in many ways including gestures and vocalizations.	Social-Communication	A. Early Social Communication	3.1 Vocalizes to another person expressing positive affective state
	2. Regulate emotions and impulses (e.g., soothes self).	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	3. Show some regulated daily routines (e.g., sleeping and feeding).	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	4. Develop some ability to attend to primary caregiver or toys with support.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	5. Show ability to continue interaction with familiar adults or toys for more than just a brief time.	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
Younger Toddlers (9-18 months)	1. Express a variety of emotions (e.g., happy, sad, mad).	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	2. Respond with intent to adult speech, facial expressions, touch and/or movement.	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult's positive social behavior
	3. Take action to meet own needs (e.g., pointing, stating, "more", or giving hugs).	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	4. Follow simple routines (e.g., goes to sink when an adult mentions hand washing).	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	5. Go to familiar adults for reassurance.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	6. Show ability to attend to people, objects and activities to extend an activity or join others in a common focus.	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
	7. Persist in attempts to communicate need.	Social-Communication	A. Early Social Communication	4.1 Makes requests of others

VT Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items	
Older Toddlers (18-36 months)	1. Imitate different emotions or feelings through gestures and/or words.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	2. Identify common emotions in self and others (e.g., happy, sad, mad).	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
	3. Use simple strategies to cope with own emotions (e.g., appropriate gestures, actions and words).	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	4. Engage self in pretend play for short periods of time.	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	5. Participate in activities and experiences with people, objects or materials that require attention and common focus.	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
	6. Show increased ability to stay engaged when working toward a goal or solving a problem.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	7. Persist in attempts with different strategies until successful.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
Younger Preschoolers (36-48 months)	1. Express a range of emotions and feelings through appropriate gestures, actions and words.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	2. Identify and expresses needs of self and stands up for own rights.	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
	3. Make choice based on own likes and dislikes.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	4. Adapt behavior to fit different expectations and situations with adult support (e.g., following daily routine, family culture).	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	5. Start and stop activities based on external cues.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	6. Engage self and others in play including back and forth interactions.	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
	7. Express empathy and sympathy to peers (e.g., gives hug to friend when crying, brings band-aide to friend when hurt).	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others’ emotions

VT Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items	
Older Preschoolers (48-60 months)	1. Express needs of self and others and stands up for rights of self and others.	Social-Emotional	D. Independent and Group Participation	4. Resolves conflicts using negotiation
	2. Make choices and shows understanding of consequences.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	3. Independently adapt behavior to fit different expectations and situations.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
	4. Participate in small and large group peer selected and adult led activities.	Social-Emotional	D. Independent and Group Participation	1. Interacts appropriately with others during small-group activities
	5. Use problem solving skills to compromise and resolve conflicts (e.g., offers to trade toy for another, takes turn with another child).	Social-Emotional	D. Independent and Group Participation	4. Resolves conflicts using negotiation
	6. Focus on a self-selected activity or task to completion with adult help.	Social-Emotional	D. Independent and Group Participation	3.1 Responds to request to finish activity
	7. Manage transitions with minimal direction from adults.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
Kindergartners	1. Attend to and complete activity with minimal distraction.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	2. Focus on a self-selected activity or task to completion.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	3. Recognize how own actions affect others.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	4. Manage feelings and social situations with greater independence.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	5. Seek help, clarification, and permission from teachers or other adults.	Social-Emotional	E. Meeting Social Expectations	3.1 Seeks adult permission when appropriate
	6. Resolve some simple conflict through problem solving and negotiation prior to seeking adult help.	Social-Emotional	D. Independent and Group Participation	4. Resolves conflicts using negotiation
	7. Apply some basic relaxation techniques (e.g., 'mountain breathing').	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	8. Engage in more structured large and small group activities.	Social-Emotional	D. Independent and Group Participation	2. Interacts appropriately with others during large-group activities

## Element 2: Self-Awareness

## Goal 1: Children demonstrate an awareness of own personal characteristics, skills and abilities.

Infants (0-12 months)	1. Show awareness of own body.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	2. Recognize physical attributes of self and familiar people (e.g., baby's toes, grandma's glasses, daddy vs mommy).	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	3. Show beginning awareness of own skills (e.g., uses finger to push button on toy).	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
	4. Attend with interest when others show they are happy, sad, or fearful by their facial expressions, voices, or actions.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	5. Show awareness of familiar routines by behaviors (e.g., opening mouth for feeding or lifting arms to be picked up).	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
Younger Toddlers (9-18 months)	1. Express self as individual through gestures, actions, and language (e.g., me/mine).	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	2. Recognize own skills and abilities (e.g., if I blow on this wand bubbles will come out).	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	3. Use skills and abilities to meet own needs (e.g., picks up book and brings to daddy).	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	4. Respond to others' emotional expressions, often by sharing an emotional reaction (e.g., showing excitement when other children are excited).	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	5. Anticipate familiar routines or activities (e.g., getting shoes when it's time to go or looking for parent when it's time to go home).	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine

VT Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Older Toddlers (18-36 months)	1. Demonstrate behaviors that reflect self-concept (e.g., practices building block tower).	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	2. Show increased awareness of own abilities and demonstrates self-confidence.	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
	3. Display assertiveness (e.g., “Let me do it!”).	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	4. Show understanding of some emotional expressions of others by labeling the emotions, asking questions, or responding in appropriate non-verbal ways.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
	5. Refer to personal or family experiences that have happened in recent past (e.g., grandparent visit or family celebration).	Cognitive	B. Imitation and Memory	3.2 Relates recent events with contextual cues
Younger Preschoolers (36-48 months)	1. Identify personal characteristics, preferences, thoughts, and feelings.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	2. Stand up for own rights.	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
	3. Make choice based on their own likes and dislikes.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	4. Identify own gender, family members roles, and home culture.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	5. Demonstrate growing independence in a range of activities, routines, and tasks.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
Older Preschoolers (48-60 months)	1. Express needs of self and others.	Social-Emotional	D. Independent and Group Participation	4. Resolves conflicts using negotiation
	2. Stand up for rights of self and others.	Social-Emotional	D. Independent and Group Participation	4. Resolves conflicts using negotiation
	3. Make choices and understand consequences.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	4. Show confidence in range of abilities and in the capacity to accomplish tasks and take on new tasks.	Social-Emotional	B. Social-Emotional Expression and Regulation	3.1 Explains or shows others how to do tasks mastered
	5. Express cultural influences from home, neighborhood and community (e.g., celebrating traditions).	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	6. Demonstrate an understanding and acceptance of similarities and differences among people (e.g., gender, race, special needs, culture, language and family).	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange

VT Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Kindergartners	1. Recognize how own actions affect others.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others’ emotions
	2. Manage feelings and social situations with greater independence.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	3. Report to friends or adult about a family or a cultural tradition.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	4. Demonstrate the ability to allow for own personal space and respect others space.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
	5. Offer to help younger children do things they can’t do for themselves.	Social-Emotional	B. Social-Emotional Expression and Regulation	3.1 Explains or shows others how to do tasks mastered
	6. Identify self within the context of family, school and community (e.g., big brother, friend, neighbor).	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange

### Element 3: Relationships with Adults and Peers

#### Goal 1: Children develop healthy positive relationships with adults and peers.

Infants (0-12 months)	1. Respond to adult through actions or vocalization (e.g., repeat 'ooo' or 'baba from adult).	Social-Communication	A. Early Social Communication	3. Engages in vocal exchanges
	2. Engage in simple back and forth (1-2) playful interactions with adults (e.g., cooing, peek-a-boo, ball play).	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
	3. Show enjoyment in interaction with other children (e.g., smiling, reaching out, giggling).	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	4. May cry when another child cries.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
Younger Toddlers (9-18 months)	1. React to familiar and unfamiliar adults (e.g., reaching out to mother, hiding behind dad's legs).	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	2. Engage in more complex back and forth playful interactions with others (e.g., hide n seek, finger-plays).	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
	3. Demonstrate simple prosocial behavior (e.g., waving goodbye, saying "thank you", hugging).	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult's positive social behavior
	4. Show sadness or concern when another child is crying or upset (e.g., may seek adult help or offer blanket, food or soft toy).	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions

VT Standards	AEPS-3 Area		AEPS-3 Strand	AEPS-3 Items
Older Toddlers (18-36 months)	1. Develop trust and interacts comfortably with familiar adults.	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	2. Take turns during simple games and in conversation.	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
	3. Demonstrate increased interest as well as frustration with other children.	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	4. Begin to imitate roles and relationship through play (e.g., feeding baby doll, driving daddy’s car, dancing like a ballerina).	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	5. Use words in play with peers (e.g., giving simple direction).	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	6. Use words in interaction with adults (e.g., “I’ll be the mommy you be the baby”).	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	7. Use words or gestures to express empathy toward another child or adult who is hurt or crying (e.g., “are you ok?”, “don’t cry”, or helps to pick up spilled crackers).	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others’ emotions
Younger Preschoolers (36-48 months)	1. Play with other children sharing objects, talking back and forth for several minutes.	Social-Emotional	C. Interactions with Peers	3.3 Shares or exchanges objects
	2. Establish secure and trusting relationships with familiar adults.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	3. Begin to respect the rights of others.	Social-Emotional	D. Independent and Group Participation	4. Resolves conflicts using negotiation
	4. Communicate with familiar adults and accepts some guidance and direction.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	5. Cooperate with others during play and in daily routines.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	6. Develops friendships with peers.	Social-Emotional	C. Interactions with Peers	3.1 Initiates cooperative activity
	7. Uses socially appropriate behavior with peers and adults.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments



VT Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Older Preschoolers (48-60 months)	1. Play and cooperate with other children sharing objects, conversations, and ideas.	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
	2. Respect the rights of others recognizing their feelings and responding with courtesy and kindness.	Social-Emotional	D. Independent and Group Participation	4. Resolves conflicts using negotiation
	3. Accept guidance and direction from familiar adults and seeks their support when needed.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	4. Suggest solutions to social problems.	Social-Emotional	D. Independent and Group Participation	4. Resolves conflicts using negotiation
Kindergartners				
Builds Trust with Adult	1. Solicit help from adults to accomplish challenging tasks.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	2. Respond to and question adult directives for greater understanding.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	3. Engage in reciprocal conversation with familiar adults.	Social-Communication	D. Social Use of Language	3.4 Alternates between speaker and listener roles during conversations with others
	4. Build trust with adults; engages with trusted adults as resource and to share mutual interests.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
Developing Social Skills	5. Initiate, join and sustain positive interactions with small group of 2-3 children.	Social-Emotional	C. Interactions with Peers	3.1 Initiates cooperative activity
	6. Engage in cooperative learning activities to complete a task.	Social-Emotional	D. Independent and Group Participation	1.2 Responds appropriately to directions during small-group activities
	7. Play cooperatively with 3 or 4 others for sustained periods of time.	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
	8. Express themselves in new settings.	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings
	9. Engage in games and activities that require adherence to rules.	Social-Emotional	C. Interactions with Peers	4. Maintains engagement in games with rules
	10. Initiate sharing and turn taking when appropriate.	Social-Emotional	C. Interactions with Peers	3.1 Initiates cooperative activity
	11. Respect others’ differences in comparison to self.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	12. Recognize positive qualities in others.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	13. Invite others to join a group.	Social-Emotional	C. Interactions with Peers	3.1 Initiates cooperative activity
	14. Identify friends on the basis of proximity and frequency of interaction.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange

## GROWING, MOVING AND BEING HEALTHY

### Element 1: Motor Development and Coordination

#### Goal 1: Children develop strength, coordination, and control of their large muscles.

Infants (0-12 months)	1. Maintain upright posture when sitting or standing.	Gross Motor	A. Body Control and Weight Transfer	4.4 Sits balanced without support
	2. Move to explore immediate environment (e.g. scoots, creeps, crawls).	Gross Motor	B. Movement and Coordination	1. Creeps forward using alternating arm and leg movements
	3. Pull to stand, cruise, then walk a few steps independently.	Gross Motor	B. Movement and Coordination	2.3 Pulls to standing position
	4. Balance while exploring immediate environment (e.g., sit and reach for toys without toppling over).	Gross Motor	A. Body Control and Weight Transfer	4.2 Regains balanced, upright sitting position after reaching across body
Younger Toddlers (9-18 months)	1. Move hands and legs together to push, pull, and climb (e.g., carry objects while walking, pull a toy on a string behind them, push a toy shopping cart, climb on the coffee table).	Gross Motor	B. Movement and Coordination	3.1 Walks without support
	2. Demonstrate emerging balance and coordination (e.g., stoop and squat to explore objects on the ground, crawl up stairs and down them backwards).	Gross Motor	B. Movement and Coordination	2. Stoops and regains balanced standing position
	3. Sustain balance during simple movements (e.g., walk independently, stand legs apart and swat to music).	Gross Motor	B. Movement and Coordination	2.2 Stands unsupported
Older Toddlers (18-36 months)	1. Walk and run with increasing skill demonstrating the ability to change speeds and direction.	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
	2. Coordinate moving arms and legs to complete a task (e.g., catch a large ball against body, climb on play equipment, kick a stationary ball).	Gross Motor	C. Active Play	1.4 Kicks ball
	3. Sustain balance during simple movements (e.g., jump off low step landing with both feet; walk up and down stairs one at a time with both feet; walk backwards).	Gross Motor	B. Movement and Coordination	6.2 Jumps down from low structure

VT Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items	
Younger Preschoolers (36-48 months)	1. Sustain balance during more complex movements (e.g., balance on one foot for a few moments, walk along a straight line or low beam; jump over obstacles landing on two feet).	Gross Motor	B. Movement and Coordination	7.2 Hops forward on one foot
	2. Coordinate moving arms and legs to complete a task more complex task (e.g., pedal a tricycle).	Gross Motor	C. Active Play	3.2 Pedals and steers tricycle
	3. Move through space with good coordination and show body awareness to stop and start with control.	Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects
	4. Manipulate balls or similar objects with flexible body movements (e.g., catch a ball by trapping it against body, kick stationary ball by running or stepping up to it, throw a ball).	Gross Motor	C. Active Play	1. Swings bat, club, or stick to strike stationary object
Older Preschoolers (48-60 months)	1. Exhibit motor control and balance when moving the whole body in a range of physical activities (e.g., alternate feet walking up and down stairs, propelling a wheelchair or mobility device, skipping, running, climbing and hopping).	Gross Motor	C. Active Play	2.2 Climbs play equipment
	2. Demonstrate motor control and coordination when using objects for a range of physical activities (e.g., pulling, throwing, catching, kicking, bouncing or hitting balls, pedaling a tricycle).	Gross Motor	C. Active Play	All
	3. Move through space showing awareness of own body in relation to other people and objects.	Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects
	4. Manipulate balls or similar objects with flexible body movements (e.g., bounce and catch a ball).	Gross Motor	C. Active Play	1.2 Bounces ball with two hands

VT Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Kindergartners	1. Solve simple movement challenges individually involving body parts or self and general space.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	2. Identify large and small body parts.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	3. Demonstrate progress toward the mature form of selected loco-motor and manipulative skills, and the ability to stop and start on a signal.	Gross Motor	B. Movement and Coordination	6. Jumps forward
	4. Identify and demonstrate personal and general space.	Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects
	5. Demonstrate momentary stillness in a variety of balance activities.	Gross Motor	B. Movement and Coordination	6.2 Jumps down from low structure
Goal 2: Children develop strength, eye-hand coordination, and control of their small or fine motor muscles.				
Infants (0-12 months)	1. Transfer objects from one hand to another.	Fine Motor	B. Functional Skill Use	3.5 Transfers object from hand to hand
	2. Use both hands to hold, reach for and let go of objects.	Fine Motor	A. Reach, Grasp, and Release	All
	3. Coordinate movements using eyes and hands (e.g., bring hands together, stack rings).	Fine Motor	A. Reach, Grasp, and Release	3. Stacks objects
Younger Toddlers (9-18 months)	1. Demonstrate control of hands and fingers (e.g., pick up a ball, hold a large crayon and make marks).	Fine Motor	A. Reach, Grasp, and Release	2.2 Grasps small cylindrical object
	2. Move fingers independent of other fingers (e.g., point to objects).	Fine Motor	B. Functional Skill Use	1.1 Uses finger to point or touch
	3. Demonstrate eye-hand coordination (e.g., feed themselves finger foods, fill container with smaller objects).	Fine Motor	A. Reach, Grasp, and Release	2. Grasps pea-size object
Older Toddlers (18-36 months)	1. Feed themselves using utensils and hands.	Adaptive	A. Eating and Drinking	3.2 Eats with fingers
	2. Coordinate use of hands and fingers to accomplish more complex actions (e.g., put together knob puzzles, turn pages of a book).	Fine Motor	B. Functional Skill Use	3.3 Fits variety of shapes into corresponding spaces
	3. Perform simple fine motor skills (e.g., use play dough, string large beads).	Fine Motor	B. Functional Skill Use	1.3 Uses fingers to explore object
	4. Use tools that require finger and hand coordination (e.g., string large beads).	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand

VT Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items	
Younger Preschoolers (36-48 months)	1. Feed themselves using utensils independently.	Adaptive	A. Eating and Drinking	3. Eats with eating utensils
	2. Refine grasp to manipulate tools that require strength, control and dexterity (e.g., pressing down with pencils or crayons to make a clear mark, cut paper, joining snap beads).	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
	3. Demonstrate more complex eye-hand coordination (e.g., complete puzzles with smaller pieces, use tongs to grasp objects).	Fine Motor	B. Functional Skill Use	2. Rotates wrist to manipulate object
Older Preschoolers (48-60 months)	1. Demonstrate fine motor skills requiring greater strength and control (e.g., use a paper punch, stapler, spray bottle).	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
	2. Use eye-hand coordination to accomplish more complex tasks (e.g., button or zip clothes, eat with a fork, cut out simple shapes staying close to lines, use writing tools, fit pegs into pegboard).	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
Kindergartners	1. Use small, precise finger and hand movements (e.g., builds a structure using the small Legos).	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
	2. Use 3-point finger grip when writing or drawing.	Fine Motor	C. Mechanics of Writing	1. Holds writing tool using three-finger grasp to write or draw

## Element 2: Health and Safety Practices

### Goal 1: Children develop healthy eating habits and knowledge of good nutrition.

Infants (0-12 months)	1. Communicate feelings of hunger and fullness (e.g., cry or search for food, turn away when full).	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	2. Show food preferences.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	3. Eat different kinds of foods (e.g., liquids, pureed or soft foods, finely chopped food).	Adaptive	A. Eating and Drinking	2.3 Eats soft and dissolvable foods
Younger Toddlers (9-18 months)	1. Try new foods.	Adaptive	A. Eating and Drinking	3.3 Accepts food presented on eating utensils
	2. Eat a variety of nutritious foods from all food groups.	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures
	3. Eat finger foods (e.g., Cheerios).	Adaptive	A. Eating and Drinking	3.2 Eats with fingers
Older Toddlers (18-36 months)	1. Try new foods.	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures
	2. Show interest in and communicate about food, textures, tastes (e.g., crunchy, warm, sweet).	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	3. Consume age nutritious beverages (e.g., water, milk).	Adaptive	A. Eating and Drinking	4. Drinks from open-mouth container
Younger Preschoolers (36-48 months)	1. Try new foods.	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures
	2. Eat a variety of nutritious foods and communicate that some foods and beverages are good for them (e.g., milk, fruit, vegetables) and some are not (e.g., soda, snack chips).	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures
	3. Choose to eat foods that are better for the body than others, with assistance.	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures
Older Preschoolers (48-60 months)	1. Eat a variety of nutritious foods.	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures
	2. Distinguish food on a continuum from most healthy to less healthy.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	3. Assist adults to prepare healthy snacks and meals.	Adaptive	A. Eating and Drinking	6. Prepares food for eating
	4. Communicate food preferences.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	5. Sort food into food groups and communicate benefits of healthy foods.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
Kindergartners	1. Help prepare healthy snacks and meals.	Adaptive	A. Eating and Drinking	6. Prepares food for eating
	2. Communicate simple explanations for own and others' food allergies.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences

**Goal 2: Children develop personal health and self-care habits, and become increasingly independent.**

Infants (0-12 months)	1. Sleep well and show alertness during waking periods.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	2. Develop a personal sleep routine or pattern.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	3. Indicate, in a variety of ways, own personal health and self-care needs and wants (e.g., cry/vocalize when need changing or hungry).	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	4. Tolerate, show interest, and assist in care routines (e.g., hand washing, raise arms for dressing).	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
Younger Toddlers (9-18 months)	1. Participate and cooperate with sleep routines (e.g., choose a book, get preferred sleep 'object').	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	2. Use objects and follow routines that are comforting (e.g., pick out favorite book to be read before nap/bedtime).	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	3. Cooperate and may assist with care routines (e.g., mouth care, hand washing, dressing, bathing).	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
Older Toddlers (18-36 months)	1. Fall asleep on own and sleep well, waking rested and ready to be active.	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
	2. Communicate to request things they need (e.g., food when hungry, drink when thirsty).	Adaptive	D. Personal Safety	1.1 Communicates internal distress, discomfort, or pain to adult
	3. Show some independence in personal care routines.	Adaptive	B. Personal Care Routines	3.1 Completes some steps to brush teeth, comb hair, and wipe nose
	4. Initiate and complete some personal health routines and self-care needs with assistance (e.g., wash hands, brush teeth, dress/undress).	Adaptive	B. Personal Care Routines	3.1 Completes some steps to brush teeth, comb hair, and wipe nose
	5. Use personal care objects (e.g., face cloth, brush) with assistance.	Adaptive	B. Personal Care Routines	3.1 Completes some steps to brush teeth, comb hair, and wipe nose
	6. Participate in bathroom routine, show interest in toilet training, and use the toilet with help.	Adaptive	B. Personal Care Routines	1. Carries out all toileting functions
	7. Communicate with caregiver when not feeling well.	Adaptive	D. Personal Safety	1.1 Communicates internal distress, discomfort, or pain to adult
	8. Name people who help children stay healthy (e.g., nurse, doctor, dentist).	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function

VT Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Younger Preschoolers (36-48 months)	1. Stay awake except during nap time and initiate and participate in sleep routines with increasing.	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
	2. Participate easily and know what to do in routine activities (such as meal time, nap time).	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	3. Take care of own toileting needs with little assistance.	Adaptive	B. Personal Care Routines	1. Carries out all toileting functions
	4. Attend to personal health needs and self-care needs independently (e.g., dress and undress with limited assistance).	Adaptive	B. Personal Care Routines	2. Bathes and dries self
	5. Follow basic hygiene practices with reminders and limited assistance (e.g., brush teeth, wash hands, use toilet, cough into elbow).	Adaptive	B. Personal Care Routines	3.1 Completes some steps to brush teeth, comb hair, and wipe nose
	6. Gain independence in hygiene practices (e.g., cough into elbow, wash hands, flush toilet).	Adaptive	B. Personal Care Routines	1. Carries out all toileting functions
Older Preschoolers (48-60 months)	1. Communicate with words or sign language to ask adults or peers specifically for the kind of help needed in a particular situation.	Adaptive	D. Personal Safety	1.1 Communicates internal distress, discomfort, or pain to adult
	2. Independently start and participate in sleep routines.	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
	3. Communicate ways sleep keeps us healthy and makes us feel good.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	4. Communicate how daily activity and healthy behavior promote overall personal health with some support.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	5. Independently complete personal care tasks (e.g., brushing teeth, toileting, washing hands).	Adaptive	B. Personal Care Routines	2. Bathes and dries self
	6. Explain the importance of doctor and dentist visits and cooperate during these visits and with health and developmental screenings.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	7. Recognize and communicate when experiencing pain or symptoms of illness.	Adaptive	D. Personal Safety	1.1 Communicates internal distress, discomfort, or pain to adult
	8. Participate in structured and unstructured physical activities.	Gross Motor	C. Active Play	All



VT Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items	
Kindergartners	1. Identify several physical activities that are personally enjoyable.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	2. Attempt new movements, skills and activities.	Social-Emotional	D. Independent and Group Participation	3.2 Responds to request to begin activity
	3. Continue to participate in structured and unstructured physical activities.	Gross Motor	C. Active Play	All
	4. Communicate the value of good health practices (e.g., wash hands to get rid of germs, drink milk to build strong bones).	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange

**Goal 3: Children develop the ability to identify unsafe situations, and use safe practices.**

Infants (0-12 months)	1. Show preference for and trust in familiar caregivers.	Social-Communication	A. Early Social Communication	1.1 Quiets to familiar voice
	2. Notice and imitate adults' reactions to new people and situations.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	3. Express discomfort or anxiety in stressful situations.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
Younger Toddlers (9-18 months)	1. React to simple verbal or nonverbal warnings of danger (e.g., 'Stop! Wait! Hot!').	Social-Communication	B. Communicative Understanding	2.2 Responds to single-word directive
	2. Watch familiar adults for appropriate reactions to unfamiliar things or situations.	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
	3. Show some caution about unfamiliar and/or unsafe situations.	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
Older Toddlers (18-36 months)	1. Respond appropriately to redirection by adults in order to avoid unsafe situations (e.g., stop before crossing street).	Adaptive	D. Personal Safety	3.1 Responds appropriately to warnings of dangerous conditions or substances
	2. Identify harmful or unsafe objects or situations with assistance.	Adaptive	D. Personal Safety	2.1 Complies with graphic or written warning signs and symbols
	3. Increase self-control over impulses (e.g., wait for adult to cross street and not run into street).	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
	4. Seek an adult's help when in an unsafe or dangerous situation.	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety
	5. State and follow simple safety rules with adult support.	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety
Younger Preschoolers (36-48 months)	1. Independently identify and avoid situations and objects that might cause harm.	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety
	2. Follow basic safety rules with occasional reminders.	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
	3. Demonstrate safety awareness when using objects (e.g., carry scissors with points down to avoid accidents).	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
	4. Seek an adult's help when another child is in an unsafe or dangerous situation.	Adaptive	D. Personal Safety	4.2 Reports inappropriate events, actions, or language by others
	5. Understand the difference between safe and unsafe touch.	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety

VT Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items	
Older Preschoolers (48-60 months)	1. Avoid potentially dangerous behaviors (e.g., do not take medicine or cross road without adult assistance).	Adaptive	D. Personal Safety	3. Takes independent action when faced with dangerous conditions or substances
	2. Follow basic safety rules and show safe behavior for self and others by applying established rules, procedures and safe practices with adult guidance.	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
	3. Identify adults in their communities who can keep them safe (e.g., police, firefighter).	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	4. Communicate an understanding of the importance of health and safety routines and rules.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	5. 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
Kindergartners	1. Show safe behavior for self and others by applying established class rules, procedures and safe practices with teacher guidance.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
	2. Explain the reasons for safety rules.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	3. Demonstrate responsibility for following established class rules, procedures and safe practices with teacher reinforcement.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
	4. Demonstrate understanding that some practices (e.g., accepting rides from strangers) may be personally dangerous.	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety
	5. Recognize personal privacy in relation to their body.	Adaptive	D. Personal Safety	1. Takes independent action to alleviate distress, discomfort, and pain

## LANGUAGE DEVELOPMENT

### Element 1: Receptive Language (Listening)

#### Goal 1: Young children attend to, comprehend, and respond to increasingly complex language.

Infants (0-12 months)	1. Turn towards voices and focus on speech directed towards them.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	2. Show excitement when hear familiar voices or familiar words (e.g., mama).	Social-Communication	A. Early Social Communication	3.1 Vocalizes to another person expressing positive affective state
	3. Briefly look at the same object that an adult is looking at and talking about.	Social-Communication	B. Communicative Understanding	1. Follows gaze to establish joint attention
Younger Toddlers (9-18 months)	1. Respond to simple requests when accompanied by gestures.	Social-Communication	B. Communicative Understanding	3.3 Follows one-step direction with contextual cues
	2. Respond to own name.	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names
	3. Identify familiar people or objects when asked to do so.	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
	4. Demonstrate receptive vocabulary of 50 or more words in home language.	Social-Communication	B. Communicative Understanding	4.1 Answers who, what, and where questions
Older Toddlers (18-36 months)	1. Respond to simple requests when not accompanied by gestures.	Social-Communication	B. Communicative Understanding	3.2 Follows one-step direction without contextual cues
	2. Follow one step directions.	Social-Communication	B. Communicative Understanding	3.2 Follows one-step direction without contextual cues
	3. Listen to familiar stories and show comprehension by reacting to them.	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	4. Respond to action words by doing the action.	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
Younger Preschoolers (36-48 months)	1. Follow two step directions.	Social-Communication	B. Communicative Understanding	3.1 Follows multistep directions with contextual cues
	2. Demonstrate understanding of increasingly longer sentences (e.g., compound sentences) in responds or actions.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	3. Show evidence of a receptive vocabulary of several hundred words.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	4. Demonstrate in responses or actions an understanding of new vocabulary in stories, activities and conversations.	Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others

VT Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items	
Older Preschoolers (48-60 months)	1. Follow multistep directions especially when these are familiar activities (e.g., steps in getting ready to play outdoors).	Social-Communication	B. Communicative Understanding	3.1 Follows multistep directions with contextual cues
	2. Demonstrate an understanding of complex statements having 1 or 2 phrases (e.g., "Please put the toothbrush in the box under the sink").	Social-Communication	B. Communicative Understanding	3. Follows multistep directions without contextual cues
	3. Demonstrate an understanding of different language forms such as questions and exclamations.	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions
	4. Demonstrate through conversation comprehension of more complex vocabulary (e.g., abstract concepts and words beyond everyday vocabulary).	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences

## Element 2: Expressive Language (Speaking)

### Goal 1: Young children use increasingly complex vocabulary and grammar to express their thoughts, feelings, and ideas.

Infants (0-12 months)	1. Vocalize and use gestures to communicate (e.g., wave hi/bye).	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	2. Babble (e.g., bah bah, ma ma) and jabber (e.g., bada).	Social-Communication	A. Early Social Communication	2. Produces speech sounds
	3. Mimic the intonation of adult speech (e.g., rise to question).	Social-Communication	A. Early Social Communication	3. Engages in vocal exchanges
Younger Toddlers (9-18 months)	1. Combine gestures and words to communicate thoughts, feelings, needs (e.g., shake head 'no' with a vocal 'no').	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	2. Name familiar people, objects and animals (e.g., says mama when see her).	Social-Communication	C. Communicative Expression	1.4 Uses consistent consonant-vowel combinations
	3. Speak clearly enough to be understood by people who are close and familiar.	Social-Communication	C. Communicative Expression	1.4 Uses consistent consonant-vowel combinations
	4. Say at least 25 meaningful words (consistent and recognizable to caregivers).	Social-Communication	C. Communicative Expression	1.3 Uses consistent approximations for words or signs
Older Toddlers (18-36 months)	1. Speak in 2-5 word sentences (e.g., "I go home").	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	2. Omit some words in a sentence (e.g., "the", "is").	Social-Communication	C. Communicative Expression	1.1 Uses two-word utterances
	3. Overgeneralize saying some irregular verbs or plural incorrectly (e.g., "goed" rather than "went").	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	4. Use negatives and add descriptive words when speaking.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	5. Say 50 or more words in home language.	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	6. Ask simple questions.	Social-Communication	C. Communicative Expression	4.1 Asks wh- questions
	7. Speak clearly enough to be understood by strangers but some speech sound errors are still heard (e.g., "My fumb (thumb) hurts").	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	8. Respond to questions.	Social-Communication	B. Communicative Understanding	4.1 Answers who, what, and where questions

VT Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items	
Younger Preschoolers (36-48 months)	1. Use details when describing activities and experiences.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	2. Speak in complete 4-6 word sentences.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	3. Use correct forms of common irregular verbs and plurals (e.g., “went”, “saw”, “men”).	Social-Communication	C. Communicative Expression	2.1 Uses irregular plural nouns in multiple-word sentences
Older Preschoolers (48-60 months)	1. Use sentences with more complex grammatical structures when speaking (e.g., embedded clauses, such as “My teacher, who likes dogs, is nice”).	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	2. Engage in storytelling.	Literacy	D. Vocabulary and Story Comprehension	2.3 Tells story associated with series of pictures
	3. Combine 5-8 words into sentences.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	4. Use different forms of language for different purposes.	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
	5. Use abstract and increasingly detailed and varied vocabulary when speaking (e.g., use “turquoise” rather than” blue” or “I want to fly into space when I grow up”).	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences

### Element 3: Speaking & Listening (CCSS)

**Goal 1: Children demonstrate an increasing ability to comprehend and participate in collaborative conversations. Their ability to present information and discuss their ideas increases at each grade level.**

Kindergartners				
<b><u>Comprehension and Collaboration</u></b>	1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions b. Continue a conversation through multiple exchanges.	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
	2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions [more].	Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others
	3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
<b><u>Presentation of Knowledge and Ideas</u></b>	4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	5. Add drawings or other visual displays to descriptions as desired to provide additional detail.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	6. Speak audibly and express thoughts, feelings, and ideas clearly.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences



## Element 4: Social Rules of Language

### Goal 1: Young children initiate and maintain conversations with others while developing knowledge and use of the social rules of language.

Infants (0-12 months)	1. Initiate and engage in simple turn taking interactions with others by using gestures, vocalizations or facial expressions.	Social-Communication	A. Early Social Communication	3. Engages in vocal exchanges
	2. Respond differently to different tones of voice and facial expressions.	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
	3. Use appropriate eye contact and engage in joint attention.	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
Younger Toddlers (9-18 months)	1. Watch for signs of being understood by others and repeat efforts if not initially successful.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	2. Continue to initiate and engage in communications with others through gestures, words, and facial expressions.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
Older Toddlers (18-36 months)	1. Ask "why" questions to gain information.	Social-Communication	C. Communicative Expression	4.1 Asks wh- questions
	2. Use pauses and simple prompts to maintain a conversation.	Social-Communication	D. Social Use of Language	3.4 Alternates between speaker and listener roles during conversations with others
Younger Preschoolers (36-48 months)	1. Use nonverbal cues during conversations according to personal cultural norms (e.g., eye contact, physical distance from conversational partner).	Social-Communication	D. Social Use of Language	3.1 Uses socially appropriate physical orientation
	2. Engage in brief conversations and stay on topic.	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
	3. Use culturally acceptable social rules when communicating with others (e.g., vocal tone and volume, turn taking).	Social-Communication	D. Social Use of Language	1.1 Follows social conventions of language
Older Preschoolers (48-60 months)	1. Listen and respond on topic during longer conversations with others and in group discussions.	Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others
	2. Use simpler language when talking with younger children.	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
	3. Initiate conversations with others and maintain topic of conversation 2-4 turns.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	4. If misunderstood may simply repeat the same sentence rather than trying a different way of conveying the message.	Social-Communication	D. Social Use of Language	3.5 Responds to contingent questions from others

## Element 5: Language (CCSS)

**Goal 1: Children demonstrate increasing knowledge and use of the conventions of Standard English and an ability to think about language. They gradually acquire a larger & more complex vocabulary and an understanding of word relationships and the nuances in word meanings.**

Kindergartners				
Conventions of Standard English	<p>1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. A. Print many upper and lowercase letters. B. Use frequently occurring nouns and verbs. C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). D. Understand and use question words (interrogatives). E. Use the most frequently occurring prepositions (e.g., to, from, in) [more]. F. Produce and expand complete sentences in shared language activities.</p>	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	<p>2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. A. Capitalize the first word in a sentence and the pronoun I. B. Recognize and name end punctuation. C. Write a letter or letters for most consonant and short-vowel sounds (phonemes). D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	Literacy	E. Writing	3. Writes words using conventional spelling

VT Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Knowledge of Language	(Begins in Grade 2)			
Vocabulary Acquisition and Use	3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. A. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). B. Use the most frequently occurring inflections and affixes (e.g., -ed, -s), as a clue to the meaning of an unknown word.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	4 . With guidance and support from adults, explore word relationships and nuances in word meanings. A. Sort common objects into categories to gain a sense of the concepts the categories represent. B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). C. Identify real-life connections between words and their use [more]. D. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march), by acting out the meanings.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	5. Use words and phrases acquired through conversations, reading and being read to and responding to texts.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences

## Element 6: Dual Language Learners—Receptive and Expressive English Language Skills

### Goal 1: Young children whose home language is not English, demonstrate the ability to listen, understand, and respond to increasing more complex spoken English.

Home Language Use	<b>During this stage, the child:</b> Uses home language to communicate; attends when others speak English; engages in activities by imitating others' behaviors; and decreases use of home language as he/she becomes aware that others are speaking another language and that they cannot understand her.	Social-Emotional	C. Interactions with Peers	1.2 Responds appropriately to peer social behavior
Nonverbal Period	<b>During this stage, the child:</b> Enters into a nonverbal period and relies on gestures, context and nonverbal cues to understand and communicate; acknowledges or responds nonverbally to common words or phrases (e.g., hi, snack time, come play) when accompanied by gestures; may repeat sounds and words in English to self to try it out; and observes others using English to learn about the new language.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
Telegraphic and Formulaic Speech	<b>During this stage, the child:</b> Uses one or two word sentences to communicate ideas, needs and feelings (e.g., "Play cars."). Memorize and say frequently heard phrases (e.g., "I like pizza." "How are you?").	Social-Communication	C. Communicative Expression	1.1 Uses two-word utterances
Productive English Language Use	<b>During this stage, the child:</b> Begins to construct sentences in English; demonstrates comprehension and use of a larger and more varied age appropriate vocabulary; uses more complex English grammar, although contain some grammatical errors or omissions; and becomes aware of her errors and uses this understanding to learn new vocabulary and grammar.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences

## LITERACY DEVELOPMENT

### Element 1: Foundational Reading Skills

#### Goal 1: Children develop the foundational skills needed for engaging with print, reading and writing.

Infants (0-12 months)	<b>Print Concepts:</b> Show interest in looking at books and in adult initiated literacy activities	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	<b>Phonological Awareness:</b> Imitate and take turns with others making sounds; experiment and play with sounds; and respond differently to different sounds.	Cognitive	B. Imitation and Memory	2.2 Imitates familiar vocalizations
	<b>Phonics and Word Recognition:</b> Emerging.			
	<b>Fluency:</b> Emerging.			
Younger Toddlers (9-18 months)	<b>Print Concepts:</b> Point to pictures in a book; turn pages; and notice environmental print.	Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end
	<b>Phonological Awareness:</b> Listen to and participate in familiar songs, rhymes and stories; and play with different sounds.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	<b>Phonics and Word Recognition:</b> Emerging.			
	<b>Fluency:</b> Emerging.			
Older Toddlers (18-36 months)	<b>Print Concepts:</b> Demonstrate that print represents words (e.g., pretend to read text).	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
	<b>Phonological Awareness:</b> Notice sounds that are the same and different; fill-in words of familiar songs, stories or finger plays; imitate tempo and speed of sound.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	<b>Phonics and Word Recognition:</b> With modeling and assistance, recognize that letters of the alphabet are a special category of symbols; identify simple, familiar environmental print.	Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos
	<b>Fluency:</b> Pretend to read a familiar book; with modeling and assistance, use pictures to “read” text.	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text

VT Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items	
Younger Preschoolers (36-48 months)	<b>Print Concepts:</b> Identify letters of the alphabet as a specific type of symbol that can be named; display some book handling skills (e.g., orient book right side up and turn pages).	Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end
	<b>Phonological Awareness:</b> Identify words as separate units in a sentence; fill-in words in a familiar rhyme; and segment spoken compound words with modeling and assistance.	Literacy	B. Phonological Awareness	2.2 Claps for words in sentences
	<b>Phonics and Word Recognition:</b> Point out own name in print; name some of the letters of the alphabet, especially those in their names.	Literacy	A. Awareness of Print Concepts	3.1 Recognizes own first name in print
	<b>Fluency:</b> Use pictures to “read” text.	Literacy	D. Vocabulary and Story Comprehension	2.3 Tells story associated with series of pictures
Older Preschoolers (48-60 months)	<b>Print Concepts:</b> Indicate where to start reading on a page and how to move across and down a page; demonstrate knowledge of the association between written words and spoken words; and display book handling skills.	Literacy	A. Awareness of Print Concepts	2. Demonstrates understanding that text is read in one direction and from top to bottom of page
	<b>Phonological Awareness:</b> Segment syllables in spoken words with modeling and assistance; determine if two words rhyme; and with modeling and assistance, segment onsets and rimes of single-syllable spoken words.	Literacy	B. Phonological Awareness	4. Segments CVC words into individual sounds
	<b>Phonics and Word Recognition:</b> Associate some letters of the alphabet with their specific sounds; identify words that start with the same letter as their name.	Literacy	B. Phonological Awareness	4.5 Produces words that begin with specified sound
	<b>Fluency:</b> Pretend to read a familiar book using language from the text and reading-like intonation.	Literacy	D. Vocabulary and Story Comprehension	2.3 Tells story associated with series of pictures

VT Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items	
Kindergartners	<b>Print Concepts:</b> Demonstrate understanding of the organization and basic features of print. <b>A.</b> Follow words from left to right, top to bottom and page by page. <b>B.</b> Recognize that spoken words are represented in written language by specific sequences of letters. <b>C.</b> Understand that words are separated by spaces in print. <b>D.</b> Recognize and name all upper and lowercase letters of the alphabet.	Literacy	A. Awareness of Print Concepts	3. Recognizes print words for common or familiar people, objects, or pictures
	<b>Phonological Awareness:</b> Demonstrate understanding of spoken words, syllables and sounds (phonemes). <b>A.</b> Recognize and produce rhyming words. <b>B.</b> Count, pronounce, blend and segment syllables in spoken words. <b>C.</b> Blend and segment onsets and rimes of single-syllable spoken words. <b>D.</b> Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	Literacy	B. Phonological Awareness	4.5 Produces words that begin with specified sound
	<b>Phonics and Word Recognition:</b> Know and apply grade-level phonics and word analysis skills in decoding words. <b>A.</b> Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. <b>B.</b> Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. <b>C.</b> Read common high frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). <b>D.</b> Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	Literacy	C. Alphabet Knowledge	2.3 Tells story associated with series of pictures
	<b>Fluency:</b> Read emergent reader texts with purpose and understanding.	Literacy	C. Alphabet Knowledge	2. Reads simple CVC and sight word text

## Element 2: Reading

## Element 2a: Engagement with Literature and Informational Text

## Goal 1: Children develop “book language” and demonstrate comprehension.

Infants (0-12 months)	1. Show interest in shared reading activities and looking at books.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	2. Explore book through sight, touch, and by using their mouths.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Younger Toddlers (9-18 months)	1. Focus attention for short periods of time when read to.	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	2. Use “book babble” when holding a book to mimic sound of reading.	Cognitive	B. Imitation and Memory	2.2 Imitates familiar vocalizations
	3. Demonstrate preference for favorite books.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	4. Pretend to read and write the way they see parents and others do.	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	5. Request adults to read a favorite book.	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
Older Toddlers (18-36 months)	1. Provide particular language from a book at appropriate times during shared reading experiences.	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
	2. Request adults to read a book.	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	3. Answer simple questions about the story with modeling and assistance.	Literacy	D. Vocabulary and Story Comprehension	3.1 Demonstrates understanding of key vocabulary in picture books
	4. Actively participate in shared reading experiences by asking questions and making comments.	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
	5. Retell some events in a familiar story with modeling and assistance.	Literacy	D. Vocabulary and Story Comprehension	3.1 Demonstrates understanding of key vocabulary in picture books



VT Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items	
Younger Preschoolers (36-48 months)	1. Use pictures to predict book content.	Literacy	D. Vocabulary and Story Comprehension	2.1 Makes predictions about what will happen next in story
	2. With modeling, assistance and props, retell or re-enact a familiar story.	Literacy	D. Vocabulary and Story Comprehension	2.3 Tells story associated with series of pictures
	3. Use storybook language, forms and conventions (e.g., once upon a time, the end) when telling stories.	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
	4. Have and share an opinion about what they liked and didn't like about a story or book.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	5. Demonstrate appreciation for a variety of literary genres (e.g., fantasy, informational texts, non-fiction, fiction).	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
	6. Listen to and discuss informational text and literature.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	7. Point to print illustrating that print carries a message.	Literacy	A. Awareness of Print Concepts	2. Demonstrates understanding that text is read in one direction and from top to bottom of page
Older Preschoolers (48-60 months)	1. Identify characters and setting in a story read aloud.	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary
	2. Use story title, pictures, content and prior knowledge to predict story content.	Literacy	D. Vocabulary and Story Comprehension	2.1 Makes predictions about what will happen next in story
	3. Make connections between stories and real-life experiences.	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
	4. Retell or re-enact a familiar story in the correct sequence of a familiar story's major events with prompting and support.	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
	5. Ask and answer questions about the characters and major events of a story with prompting and support.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story

## Element 2b: Reading Literature

**Goal 1: Children demonstrate knowledge of the key ideas and details of stories read to them and which they read, the craft and structure of literature, the ability to integrate knowledge and ideas, and to read a range of text with text complexity appropriate to their grade level.**

Kindergartners				
<b>Key Ideas and Details</b>	1. With prompting and support, ask and answer questions about key details in a text.	Literacy	D. Vocabulary and Story Comprehension	3.1 Demonstrates understanding of key vocabulary in picture books
	2. With prompting and support, retell familiar stories including details.	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
	3. With prompting and support, identify characters, settings and major events in a story.	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary
<b>Craft and Structure</b>	4. Ask and answer questions about unknown words in a text.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	5. Recognize common types of texts (e.g., storybooks, poems).	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	Literacy	D. Vocabulary and Story Comprehension	3.2 Demonstrates understanding of title, author, and illustrator
<b>Integration of Knowledge &amp; Ideas</b>	7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	Literacy	D. Vocabulary and Story Comprehension	3.1 Demonstrates understanding of key vocabulary in picture books
	8. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary
<b>Range of Reading &amp; Level of Text Complexity</b>	9. Actively engage in group reading activities with purpose and understanding.	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading

## Element 2c: Reading Informational Text

**Goal 1: Children demonstrate knowledge of the key ideas and details of stories read to them and which they read, the craft and structure of informational texts, the ability to integrate knowledge and ideas, and to read a range of text with text complexity appropriate to their grade level.**

Kindergartners				
<b>Key Ideas &amp; Details</b>	1. With prompting and support, ask and answer questions about key details in a text.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	2. With prompting and support, identify the main topic and retell key details of a text.	Literacy	D. Vocabulary and Story Comprehension	3.1 Demonstrates understanding of key vocabulary in picture books
	3. With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary
<b>Craft and Structure</b>	4. With prompting and support, ask and answer questions about unknown words in a text.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	5. Identify the front cover, back cover, and title page of a book.	Literacy	D. Vocabulary and Story Comprehension	3.3 Demonstrates understanding of vocabulary associated with early literacy concepts
	6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	Literacy	D. Vocabulary and Story Comprehension	3.2 Demonstrates understanding of title, author, and illustrator
<b>Integration of Knowledge &amp; Ideas</b>	7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing or idea in the text an illustration depicts).	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
	8. With prompting and support, identify the reasons an author gives to support points in a text.	Literacy	D. Vocabulary and Story Comprehension	3.1 Demonstrates understanding of key vocabulary in picture books
	9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions or procedures).	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
<b>Range of Reading &amp; Level of Text Complexity</b>	10. Actively engage in group reading activities with purpose and understanding.	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading

### Element 3: Writing

**Goal 1: Children demonstrate the understanding that writing is a means for communication. With increasing fine motor skills and experiences with literacy, children begin to use writing conventions.**

Infants (0-12 months)	1. Make random marks.	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
	2. With adult assistance, hold writing tools.	Fine Motor	A. Reach, Grasp, and Release	2.2 Grasps small cylindrical object
Younger Toddlers (9-18 months)	1. Make random marks and some scribbling.	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
	2. Use simple writing tools without adult assistance.	Fine Motor	A. Reach, Grasp, and Release	2.2 Grasps small cylindrical object
Older Toddlers (18-36 months)	1. Scribbles with more control and sometimes purpose.	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
	2. Tell others what the scribbles or drawings represent.	Literacy	E. Writing	1.3 Verbally labels nonrepresentational drawings
	3. Use dictating, scribbles, or drawings to communicate a message.	Literacy	E. Writing	1.1 Dictates description of drawing
	4. Use a variety of writing tools.	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
Younger Preschoolers (36-48 months)	1. Use scribbles, mock letters, shapes and pictures to purposefully represent experiences, ideas, objects, lists, labels or stories.	Literacy	E. Writing	3.4 Writes using "scribble writing"
	2. Experiment with a variety of writing tools and surfaces.	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
	3. Write some letters with assistance and modeling.	Literacy	E. Writing	3.3 Copies entire first name
	4. Dictate a story or event for adult to write.	Literacy	E. Writing	1.1 Dictates description of drawing
Older Preschoolers (48-60 months)	1. Use writing and drawing for various purposes, such as giving information, narrating stories or giving an opinion.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	2. Copy, trace or independently write letters or words.	Literacy	E. Writing	3. Writes words using conventional spelling
	3. Print or copy own name and identify some of the letters.	Literacy	E. Writing	3.2 Prints first name
	4. Use "sound spelling" (use initial sound of word and other letters to represent sounds heard in the word).	Literacy	E. Writing	3.1 Writes using developmental spelling
	5. Participate in shared writing experiences (e.g., contributing ideas to a story).	Literacy	E. Writing	2. Writes and draws for a variety of purposes

**Goal 2: Children demonstrate their increasing ability to write various types of text for different purposes, organize their writing around a topic, participate and eventually conduct research to gather information to use in their writing about a topic.**

Kindergartners				
<b>Text Types and Purposes</b>	1. Use a combination of drawing, dictating and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., "My favorite book is...").	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	2. Use a combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	3. Use a combination of drawing, dictating and writing to narrate a single event or several loosely linked events, tell about the events in the order they occurred and provide a reaction to what happened.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
<b>Production and Distribution of Writing</b>	4. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	5. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	Fine Motor	D. Use of Electronic Devices	1. Uses finger to interact with electronic device
<b>Research to Build and Present Knowledge</b>	6. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	Social-Emotional	D. Independent and Group Participation	1.2 Responds appropriately to directions during small-group activities
	7. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	Cognitive	B. Imitation and Memory	3. Relates past events
<b>Range of Writing</b>	(Begins in Grade 3)			

## CREATIVE ARTS AND EXPRESSION

### Element 1: Visual Art

**Goal 1: Children create art using a variety of tools and art media to express their ideas, feelings, creativity; and develop appreciation of the art created by others.**

Infants (0-12 months)	1. Gaze at pictures, photographs.	Social-Communication	B. Communicative Understanding	1.2 Looks toward object
	2. Show preference for bright colors and contrasting shapes.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	3. Hold, touch, and experience different textures of objects.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Younger Toddlers (9-18 months)	1. Make marks with crayons, markers and paints.	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
	2. Explore all types of art materials and processes (e.g., paints, modeling clay or play dough, collage, stamping).	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	3. Express creativity using simple art materials (e.g., chalk, finger paints, shaving cream).	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	4. Respond to visual arts (e.g., pictures in books, paintings, photographs) and communicate preferences.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
Older Toddlers (18-36 months)	1. Create 2D and 3D art by experimenting with a variety of art materials (e.g., paint, clay).	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	2. Create representations of real objects in child-initiated art work (e.g., labels, scribbles and shapes “mom”).	Literacy	E. Writing	1.3 Verbally labels nonrepresentational drawings
	3. Demonstrate preference for favorite colors.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	4. Use shape of marks or object created to label ideas or movement.	Literacy	E. Writing	1.3 Verbally labels nonrepresentational drawings
	5. Communicate preference of one piece of art over another.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
Younger Preschoolers (36-48 months)	1. Create art that expresses individual creativity by using various materials and techniques.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	2. Build 3D shapes with clay and other materials.	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
	3. Explore the properties of art materials and use them purposefully to create an idea or object.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	4. Discuss own artistic creations.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange

VT Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items	
Older Preschoolers (48-60 months)	1. Create artistic works through an open-ended process that reflect thoughts, feelings, experiences or knowledge.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	2. Independently plan and complete artistic creations such as drawings, paintings, collages.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	3. Discuss own artistic creations and those of others.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	4. Show appreciation for different art forms and the creative work of others.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
Kindergartners				
Skill Development	1. Create artistic works using line in various media (e.g., pencil, marker, cut-outs) to create shape and image.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	2. Handle art tools and materials (e.g., scissors, paintbrushes, adhesives) in their production of art.	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
	3. Use elements of 2D and 3D design.	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
	4. Participate in group art activities (e.g., mural).	Social-Emotional	D. Independent and Group Participation	1.2 Responds appropriately to directions during small-group activities
	5. Use media and materials to convey feeling or idea through art.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	6. Identify different media (e.g., drawing, painting, sculpture).	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
Reflection and Critique	7. Use art specific vocabulary (e.g., thick/thin line, circle, square, rectangle, triangle).	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	8. Critique art by making affirmative statements (e.g., "I like how you mixed colors.").	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
Making Connections	9. Communicate ideas, feelings from other disciplines through visual arts (e.g., draw growth of seed).	Literacy	E. Writing	2. Writes and draws for a variety of purposes
Approach to Work (i.e., Visual Arts)	10. Demonstrate willingness to participate in art activities.	Social-Emotional	D. Independent and Group Participation	3.2 Responds to request to begin activity
	11. Use materials and space safely.	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
	12. Participate in individual and/or group art willingly and appropriately.	Social-Emotional	D. Independent and Group Participation	1.2 Responds appropriately to directions during small-group activities
	13. Respond constructively as members of an audience/group.	Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others

## Element 2: Music

## Goal 1: Children engage in making and listening to music as a vehicle for expression and learning.

Infants (0-12 months)	1. Imitate sounds by babbling and other vocalizations during or after an adult sings or chants.	Cognitive	B. Imitation and Memory	2.2 Imitates familiar vocalizations
	2. Attend to and make eye contact with caregivers who are singing.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	3. Use toys and objects as instruments to make sounds (e.g., bang pot with a wooden spoon).	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Younger Toddlers (9-18 months)	1. Recognize and associate a particular song or sound with a particular meaning (e.g., clean-up song).	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	2. Use toys and objects to intentionally make sounds.	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
	3. Experiment with objects to change sound.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	4. Imitate sounds heard (e.g., repeat "moo" when prompted).	Cognitive	B. Imitation and Memory	2.2 Imitates familiar vocalizations
Older Toddlers (18-36 months)	1. Explore and use rhythm instruments to make music.	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
	2. Use objects or instruments to experiment with rhythms.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	3. Sing and clap during individual or group activities.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	4. Demonstrate enjoyment in making music through participation and repetition.	Social-Communication	A. Early Social Communication	4.3 Expresses desire to continue activity
	5. Make up simple and often nonsense songs.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
Younger Preschoolers (36-48 months)	1. Use simple musical instruments to produce rhythms and tones.	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
	2. Repeat a short melody.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	3. Show awareness of different musical tempos, beats and rhythms by clapping or playing simple instruments.	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
	4. Identify different musical instruments.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	5. Participate willingly in music activities.	Social-Emotional	D. Independent and Group Participation	3.2 Responds to request to begin activity
	6. Describe musical experiences they have participated in or observed.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange



VT Standards		AEPS-3 Area		AEPS-3 Strand		AEPS-3 Items		
Older Preschoolers (48-60 months)	1. Experiment with musical instruments.	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses				
	2. Recall and imitate different musical tones, rhythms, as they make music.	Cognitive	B. Imitation and Memory	1. Imitates novel coordinated motor actions				
	3. Express creativity through music.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies				
	4. Participate in music activities such as clapping, stomping, listening or singing.	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities				
Kindergartners								
Skill Development		No indicators in this sub-section for PREK-K.						
Reflection and Critique	1. Use specific vocabulary to describe music (e.g., loud/quiet).	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange				
	2. Critique using affirmative statements (e.g., "I like...").	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange				
Making Connections		3. Communicate ideas, feelings from other disciplines (e.g., create sound of a tornado, imitate the sound of rain).	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange			
Approach to Work (i.e., Music)	4. Demonstrate willingness to take part in musical activities.	Social-Emotional	D. Independent and Group Participation	3.2 Responds to request to begin activity				
	5. Use materials and work space safely.	Social-Emotional	D. Independent and Group Participation	2.1 Interacts appropriately with materials during large-group activities				
	6. Participate in individual and/or group activities.	Social-Emotional	D. Independent and Group Participation	3.2 Responds to request to begin activity				
	7. Respond constructively as a member of an audience.	Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others				

### Element 3: Theatre (Dramatic Play)

**Goal 1: Children engage in dramatic play and theatre as a way to represent real-life experiences, communicate their ideas and feelings, learn, and use their imaginations.**

Infants (0-12 months)	1. Imitate familiar actions (e.g., stirring using a spoon).	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
Younger Toddlers (9-18 months)	1. Engage in "pretending" by themselves (e.g., feeds herself bottle, places phone to ear and vocalizes).	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	2. Role play familiar, every day events and routines (e.g., feed a doll, go shopping).	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	3. Use hats, pocketbooks, clothes for dress-up and simple role playing.	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	4. Use object for intended purpose during play.	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
Older Toddlers (18-36 months)	1. Participate in pretend play with other children.	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
	2. Recreate familiar everyday scenes and routines using props and costumes.	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	3. Pretend to be a person or an animal through movement, language and/or sounds.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	4. Use random objects to represent other objects during play (e.g., block becomes a cell phone).	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
	5. Link together a sequence of pretend play behaviors (e.g., put on hat, grab bag to go shopping).	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	6. Use pretend play to depict real-life experiences.	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
Younger Preschoolers (36-48 months)	1. Use creativity and imagination to manipulate materials and assume roles in dramatic play situations.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	2. Identify real and make believe situations through dramatic play.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	3. Create own dramatic play scenarios.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	4. Create various facial expressions and voice inflections when in character.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	5. Demonstrate an awareness of audience (e.g., ask others to watch performance).	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer

VT Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Older Preschoolers (48-60 months)	1. Initiate role-playing experiences and playing with props and costumes.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	2. Use dialogue, actions, and objects to tell a story or express thoughts and feelings of themselves or of a character.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	3. Use various facial expressions and voice inflections when playing a character.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	4. Use creativity and imagination to manipulate materials and assume roles in dramatic play situations.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	5. Experience perspective of others through sociodramatic play.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
Kindergartners				
Skill Development	1. Engage in fantasy play.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	2. Initiate dramatic play with props, costumes and stage pieces.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	3. Participate in show and tell or dramatic play by speaking to be heard before an audience or with peers in dramatic play scenario.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	4. Demonstrate using theatre concepts and vocabulary: imagining; pretending; playing with sets, props and costumes; observing and copying; and playing with others.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
Reflection and Critique	5. Use specific vocabulary (e.g., real/pretend).	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	6. Critique and revise by making affirming statements (e.g., "I like...").	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
Making Connections	7. Communicate ideas, feelings from other disciplines through dramatic play and role-playing.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
Approach to Work (i.e., Theatre)	8. Demonstrate willingness to take part in activity.	Social-Emotional	D. Independent and Group Participation	3.2 Responds to request to begin activity
	9. Use materials and space safely.	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
	10. Demonstrate willingness to take part in activity.	Social-Emotional	D. Independent and Group Participation	3.2 Responds to request to begin activity
	11. Respond constructively as members of an audience	Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others

## Element 4: Dance

## Goal 1: Children use movement to creatively express their ideas and feelings and to learn.

Infants (0-12 months)	1. Move head, legs and arms in response to music and other rhythmic sounds.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	2. Express basic feelings (e.g., excitement, joy) through movement.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
Younger Toddlers (9-18 months)	1. Make movements (e.g., stands with feet apart swaying) when music plays.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	2. Clap when hear music or singing.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	3. Dance to music in their own way (e.g., run around waving arms).	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
Older Toddlers (18-36 months)	1. Make up simple dances or patterns of movement.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	2. Express excitement during movement and dance.	Social-Communication	A. Early Social Communication	4.3 Expresses desire to continue activity
	3. Respond to music with increasingly coordinated movements (e.g., moves to the tempo of the music).	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	4. Follows simple movements to songs.	Cognitive	B. Imitation and Memory	1. Imitates novel coordinated motor actions
Younger Preschoolers (36-48 months)	1. Show awareness of various patterns of beat, rhythm and movement through dance.	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
	2. Participate in open-ended, creative movement activities.	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
	3. Indicate preferences for certain dances and songs with movement (e.g., Head, Shoulders, Knees & Toes).	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	4. Use creative movement to express feelings.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
Older Preschoolers (48-60 months)	1. Move to different patterns of beat and rhythm in music.	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
	2. Express what is felt and heard in various musical tempos and styles.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	3. Use creative movement to express concepts, ideas or feelings.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	4. Repeat choreographed movements and begin to create own movements.	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities

VT Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Kindergartners				
Skill Development	1. Solve simple movement challenges (e.g., move on 2 body parts without using feet).	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	2. Use the following partner skills: copying, leading, following, mirroring.	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
	3. Interpret a story, piece of music, artwork etc. through movement.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
Reflection and Critique	4. Describe using dance specific vocabulary (e.g., big movements/small movements).	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	5. Critique dance by making affirming statements (e.g., "I like...").	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
Making Connections	6. Communicate ideas, concepts, feeling from other disciplines through movement and dance (e.g., move like a blizzard).	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
Approach to Work (i.e., Dance)	7. Demonstrate willingness to take part in the activity.	Social-Emotional	D. Independent and Group Participation	3.2 Responds to request to begin activity
	8. Participate in individual and/or group dance activities appropriately.	Social-Emotional	D. Independent and Group Participation	3.2 Responds to request to begin activity
	9. Respond constructively as members of an audience.	Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others
	10. Use materials and space safely.	Social-Emotional	D. Independent and Group Participation	2.1 Interacts appropriately with materials during large-group activities

# MATHEMATICS

## Element 1: Number Sense, Quantity, and Counting

### Element 1a: Number Sense and Quantity

**Goal 1: Children count in sequence, recognize numerals, connect numerals with quantities, and compare quantities.**

Infants (0-12 months)	1. Use words, signs or gestures to request "more".	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	2. Attend to songs, finger plays, and books that include numbers and numerals.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
Younger Toddlers (9-18 months)	1. Use a few number words without understanding quantity.	Math	A. Counting	1.2 Recites numbers 1–3
	2. Imitate rote counting.	Math	A. Counting	1.2 Recites numbers 1–3
	3. Participate in simple songs and activities that include numbers (e.g. Five Little Monkeys).	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	4. Demonstrate an awareness of early concepts related to amount (e.g., more, one or two).	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
Older Toddlers (18-36 months)	1. Recite numbers to 5 in sequence with few errors.	Math	A. Counting	2.2 Recites numbers 1–10
	2. Count up to 5 objects using one number for each object with assistance and support.	Math	A. Counting	2.1 Counts 10 items to determine "How many?"
	3. Recognize some numerals in the environment.	Math	C. Reading and Writing Numbers	1.2 Labels numerals 1–5
	4. Use the word more to identify the larger of two groups and less for smaller groups.	Math	B. Quantitative Relations	1.3 Uses quantity comparison words
Younger Preschoolers (36-48 months)	1. Recite numbers to 10 in correct sequence.	Math	A. Counting	2.2 Recites numbers 1–10
	2. Count up to 5 objects using one number for each object independently.	Math	A. Counting	2.1 Counts 10 items to determine "How many?"
	3. Quickly identify number of 1-3 objects without counting.	Math	A. Counting	1.1 Counts 3 items to determine "How many?"
	4. Read numerals up to 5 and connect them to the quantities they represent	Math	C. Reading and Writing Numbers	1.1 Demonstrates understanding of mathematical meaning of written numerals 1–5

VT Standards	AEPS-3 Area		AEPS-3 Strand	AEPS-3 Items
Older Preschoolers (48-60 months)	1. Recite numbers to 20 in sequence with only occasional errors.	Math	A. Counting	3.2 Recites numbers 1–20
	2. Say the next number that comes before or after in a sequence of 1-10.	Math	D. Addition and Subtraction	1.2 Counts forward to 10
	3. Count a group of up to 10 objects and understand that the last number represents the number of objects in the group.	Math	A. Counting	2.1 Counts 10 items to determine “How many?”
	4. Quickly identify number of 1-5 objects without counting.	Math	A. Counting	2.1 Counts 10 items to determine “How many?”
	5. Read numerals up to 10 and connect them to the quantities they represent.	Math	C. Reading and Writing Numbers	1.1 Demonstrates understanding of mathematical meaning of written numerals 1–5
	6. Compare groups of up to 10 objects and identify which group has more or less, or if they are the same (equal).	Math	B. Quantitative Relations	2. Compares items in sets of 6 to 10 by counting

## Element 1b: Counting and Cardinality

**Goal 1: Children count in sequence and by multiples, represent numerals, connect counting to cardinality, and compare quantities.**

Kindergartners				
<b>Know number names and the count sequence.</b>	1. Count to 100 by ones and by tens.	Math	A. Counting	4. Skip counts by tens to 100
	2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	Math	A. Counting	4.1 Recites numbers 31–100
	3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	Math	C. Reading and Writing Numbers	1. Reads and writes numerals for quantities to 5
<b>Count to tell the number of objects.</b>	4. Understand the relationship between numbers and quantities; connect counting to cardinality.	Math	A. Counting	3. Counts out 20 items
	5. Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.	Math	A. Counting	3.1 Counts 20 items to determine “How many?”
<b>Compare numbers.</b>	6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (e.g., by using matching and counting strategies).	Math	B. Quantitative Relations	All
	7. Compare two numbers between 1 and 10 presented as written numerals.	Math	C. Reading and Writing Numbers	1.1 Demonstrates understanding of mathematical meaning of written numerals 1–5



## Element 2: Number Relationships and Operations

### Element 2a: Number Relationships and Operations

#### Goal 1: Children increasingly use numbers to describe relationships and to solve mathematical problems.

Infants (0-12 months)	Emerging.			
Younger Toddlers (9-18 months)	1. Use word, sign or gesture to indicate adding "more" to what already have.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	2. Demonstrate early one-to-one correspondence (e.g., dropping objects one by one into a bucket).	Fine Motor	A. Reach, Grasp, and Release	3.1 Releases object into targeted space
Older Toddlers (18-36 months)	1. Use mathematical thinking in daily situations (e.g., hold up 2 fingers when asked how old, ask for and take 2 cookies).	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	2. Add more objects to a group to make a bigger set (e.g., add more model cars to a pile to have more cars).	Math	D. Addition and Subtraction	1.5 Demonstrates understanding of concept of addition
	3. Subtract objects from a set and realize have fewer objects (e.g., shares model cars with friend and notices has fewer).	Math	D. Addition and Subtraction	2.3 Demonstrates understanding of concept of subtraction

VT Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Younger Preschoolers (36-48 months)	1. Use various strategies (e.g., counting, matching) to compare groups as having more or fewer objects.	Math	B. Quantitative Relations	2. Compares items in sets of 6 to 10 by counting
	2. Demonstrate knowledge that objects or sets can be combined or separated.	Math	D. Addition and Subtraction	1.5 Demonstrates understanding of concept of addition
	3. Use emerging reasoning skills to determine a solution to a mathematical problem.	Math	D. Addition and Subtraction	1.5 Demonstrates understanding of concept of addition
Older Preschoolers (48-60 months)	1. Use simple strategies to solve mathematical problems and communicate how they solved the problems.	Math	D. Addition and Subtraction	1.3 Solves picture or object problems using count all strategy
	2. Combine and separate small groups of objects to make new groupings and identify the resulting number in the group.	Math	D. Addition and Subtraction	1.3 Solves picture or object problems using count all strategy
	3. Match two equal sets using one-to-one correspondence and understand they are the same.	Math	B. Quantitative Relations	2.2 Creates equivalent sets of 10 items
	4. Use a range of strategies such as counting, matching to compare quantity in two sets of objects and describe the relationship with comparative terms (e.g., more, less, fewer, equal).	Math	B. Quantitative Relations	All

## Element 2b: Operations and Algebraic Thinking

**Goal 1: Children develop and use concepts, properties, and representations of number that extend to other number systems, to measures, and to algebra.**

Kindergartners				
<b>Understand addition and understand subtraction</b>	1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps) acting out situations, verbal explanations, expressions or equations.	Math	D. Addition and Subtraction	1.5 Demonstrates understanding of concept of addition
	2. Solve addition and subtraction word problems, and add and subtract within 10 (e.g., by using objects or drawings to represent the problem).	Math	D. Addition and Subtraction	1. Reads and writes symbols for addition (+) and equals (=)
	3. Decompose numbers less than or equal to 10 into pairs in more than one way (e.g., by using objects or drawings, and record each decomposition by a drawing or equation).	Math	D. Addition and Subtraction	1. Reads and writes symbols for addition (+) and equals (=)
	4. For any number from 1 to 9, find the number that makes 10 when added to the given number (e.g., by using objects or drawings, and record the answer with a drawing or equation).	Math	D. Addition and Subtraction	1.1 Solves picture or object addition problems using shortcut sum strategy
	5. Fluently add and subtract within 5.	Math	D. Addition and Subtraction	1.3 Solves picture or object problems using count all strategy

## Element 2c: Numbers and Operations in Base Ten

**Goal 1: Children develop an understanding of the base-ten system and use place-value notation.**

Kindergartners				
<b>Work with numbers 11-19 to gain foundations for place value.</b>	1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones (e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation such as $18 = 10 + 8$ ); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight or nine ones.	Math	D. Addition and Subtraction	1. Reads and writes symbols for addition (+) and equals (=)

## Element 2d: Numbers and Operations in Base Ten - Fractions

**Goal 2d: Children understand fractions as numbers, and use that knowledge to compare fractions and explain the equivalence of fractions.**

Kindergartners	No Standards in this Element.			
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## Element 3: Measurement, Classification and Data

### Element 3a: Measurement, Comparison, Classification, and Time

**Goal 1: Children develop awareness of the differences of the objects and learn to sort, compare and classify objects by their attributes and properties. They also develop a rudimentary sense of time based mostly on common routines.**

Infants (0-12 months)	1. Explore the size and shapes of objects by various means (e.g., holding, mouthing, banging).	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	2. Show awareness of basic daily routines (e.g., wake up, diaper change, fed).	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	3. Use body in a way that corresponds to size of object (e.g., pincer grasp with small objects).	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	4. Show rudimentary understanding of height, depth, near, far.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
Younger Toddlers (9-18 months)	1. Demonstrate awareness of similarities and differences of objects.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	2. Make simple comparisons between two objects when the differences are clear (e.g., select the big soccer ball and not the small tennis ball).	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	3. Identify difference between objects based on one variable (e.g., size or quantity).	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	4. Explore volume through participation in filling and dumping objects in containers using the concepts of full and empty.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	5. Experiment with object relationships (e.g., what fits in openings to containers or tubes?).	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal

VT Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Older Toddlers (18-36 months)	1. Sort objects by one attribute (e.g., color).	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	2. Use language to describe attributes (e.g., big/little, heavy/light).	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	3. Compare and order a small set of objects.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	4. Identify daily routines and what comes next.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	5. Use simple terms related to time (e.g., now, tomorrow, yesterday, later).	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
Younger Preschoolers (36-48 months)	1. Sort objects by one attribute such as color, length, weight or size.	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	2. Match objects of similar size.	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	3. Use language to label objects according to an attribute (e.g., big/little, tall/short).	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	4. Classify familiar objects into categories (e.g., fruits or vegetables) with modeling and assistance.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	5. Use Standard and non-Standard ways and tools to measure and compare (e.g., 3 hands long) with modeling and assistance.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	6. Predict upcoming events based on prior knowledge (e.g., pick up toys and then sit on rug for story time).	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	7. Show an understanding of variations of full (e.g. a little full, very full, just a little, etc.).	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
Older Preschoolers (48-60 months)	1. Compare and group objects using attributes of length, weight, and size and explain reasoning (e.g., “I put all the big black buttons in this pile and the small black ones there.”).	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	2. Sort objects using two or more attributes (e.g., sets of large blue bears, small blue bears, large red bears, small red bears) and compare number of objects in each set.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	3. Classify familiar objects into categories (e.g., fruits or vegetables).	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	4. Order objects by size or length (e.g., seriation).	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	5. Use Standard and non-Standard ways and tools to measure and compare (e.g., 3 hands long).	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	6. Use terms such as <i>before</i> , <i>after</i> , <i>now</i> , <i>later</i> , <i>tomorrow</i> and <i>yesterday</i> accurately.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts

### Element 3b: Measurement and Data

**Goal 1: Children compare and classify objects according to their attributes, use Standard and non-Standard units of measure, tell time and work with units of money. They develop the ability to represent and interpret data, and use operations to solve problems related to measurement including geometric measurement.**

Kindergartners				
Describe and compare measurable attributes.	1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	2. Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute and describe the difference.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
Classify objects and count the number of objects in each category.	3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	Cognitive	E. Scientific Discovery	4. Transfers knowledge

## Element 4: Geometry and Spatial Reasoning

## Element 4a: Geometry and Spatial Sense

## Goal 1: Children increasingly recognize two- and three-dimensional objects and use spatial reasoning.

Infants (0-12 months)	1. Explore objects of different shapes using different senses.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	2. Continue to look for an object when it is completely hidden.	Cognitive	C. Conceptual Knowledge	1.2 Locates hidden object
	3. Attend to how objects move in space by tracking objects with their eyes and head.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	4. Explore relationships between objects through different actions (e.g., banging, rubbing, tapping together).	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
	5. Put objects into other objects (e.g., rattle into bowl).	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
Younger Toddlers (9-18 months)	1. Experiment with body's relationship to objects (e.g., move body to see the front of doll).	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	2. Manipulate objects of different sizes and shapes and how they fit together (e.g., nesting cups, or any object perceived to fit in container or tube).	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	3. Explore space with entire body (e.g., crawl under table, climb into a box).	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	4. Complete simple knob non-connecting puzzles by turning shapes and fitting shape into place using trial and error.	Fine Motor	B. Functional Skill Use	3.3 Fits variety of shapes into corresponding spaces
	5. Follow simple directions related to position (e.g., in, on, up) with modeling and assistance.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons

VT Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Older Toddlers (18-36 months)	1. Follow simple directions related to position (e.g., in, on, up) and proximity (e.g., next to, between).	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	2. Match basic two-dimensional shapes of same size.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	3. Create pictures using simple shapes (e.g., using pattern blocks or parquetry blocks).	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
	4. Put together and take apart shapes to form new shapes.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	5. Build simple three-dimensional structures (e.g., stacking blocks).	Fine Motor	A. Reach, Grasp, and Release	3. Stacks objects
	6. Complete 9-12 piece non-connecting puzzles by matching pictures or shapes.	Fine Motor	B. Functional Skill Use	3.3 Fits variety of shapes into corresponding spaces
Younger Preschoolers (36-48 months)	1. Name common two-dimensional shapes (e.g. square, rectangle, circle, triangle) regardless of orientation.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	2. Use position words such as behind, in, on accurately.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	3. Use two- and three-dimensional shapes to create pictures and structures.	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
	4. Complete a 5-7 piece connecting puzzle by looking at the picture and/or shapes.	Fine Motor	B. Functional Skill Use	3.1 Assembles toy
Older Preschoolers (48-60 months)	1. Name common two and three-dimensional shapes, and their parts and attributes (e.g., "A triangle has 3 points.").	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	2. Combine (i.e., compose) and separate (i.e., decompose) shapes to make other shapes.	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
	3. Use terms such as on top of, beside, in front, etc. to communicate ideas about the relative position of objects.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	4. Follow simple directions related to relative position (beside, between, next to, etc.).	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	5. Complete a 9-12 piece jigsaw puzzle by looking at the picture and/or shapes.	Fine Motor	B. Functional Skill Use	3.1 Assembles toy



## Element 4b: Geometry

**Goal 1: Children recognize, describe and characterize shapes by their components and properties, compose and decompose geometric shapes, and discuss spatial structures and relations.**

Kindergartners				
<b>Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders and spheres).</b>	1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind and next to.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	2. Correctly name shapes regardless of their orientations or overall size.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	3. Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
<b>Analyze, compare, create and compose shapes.</b>	4. Analyze and compare two and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	6. Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change

## SCIENCE

## Element 1: Physical Sciences

## Goal 1: Children construct concepts of the properties of matter, sound, motion and energy through inquiry, exploration and investigations.

Infants (0-12 months)	1. Attend to and demonstrate interest in objects in their environment, using all of their senses to explore.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	2. Move and handle objects to learn more about them (e.g., drop food from high chair to see what happens).	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
	3. Explore ways to make different sounds with their bodies and objects (e.g., vocal sounds, clapping).	Social-Emotional	A. Interactions with Adults	2.3 Responds to familiar game or action
	4. Attend to objects that emit light.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	5. Looks for an object that is hidden out of sight.	Cognitive	C. Conceptual Knowledge	1.2 Locates hidden object
Younger Toddlers (9-18 months)	1. Repeat actions and observe results.	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
	2. Demonstrate ability to push and pull objects.	Cognitive	D. Reasoning	1.1 Uses part of object or support to obtain another object
	3. Act upon objects to make them move in different ways.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	4. Explore properties of liquids and solids (e.g., dumping water or blocks from a container, roll play dough).	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Older Toddlers (18-36 months)	1. Use objects in more than one way (e.g., use a bucket as a stool).	Cognitive	D. Reasoning	1. Uses object to obtain another object
	2. Label physical properties of objects (e.g., big, heavy).	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	3. Use basic words to describe speed of motion (e.g., "My car go fast.").	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	4. Ask questions about motion and sound (e.g., Why?).	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
Younger Preschoolers (36-48 months)	1. Investigate and describe different types or speeds of motion.	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
	2. Use objects to effect motion (e.g., build ramp with blocks so cars go faster).	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
	3. Investigate and identify solids and liquids.	Cognitive	E. Scientific Discovery	2.3 Makes observations

VT Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Older Preschoolers (48-60 months)	1. Use evidence to discuss what makes something move the way it does and how some movements can be controlled.	Cognitive	E. Scientific Discovery	4.3 Shows awareness that manipulation of materials or processes prompted change in those materials or processes
	2. Describe objects by their physical properties and states of matter.	Cognitive	E. Scientific Discovery	2.3 Makes observations
	3. Investigate the differences between liquids and solids and explore how liquids can become solids, and solids become liquids.	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
	4. Use objects to make different sounds (e.g., put beans in a can to make 1 type of sound and in a plastic tub to make another type of sound).	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
	5. Demonstrate the relationship between shadows, the objects that make them and the light source.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
Kindergartners				
Motion and Stability: Forces and Interactions	1. Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	2. Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
Energy: Make observations to determine the effect of sunlight on Earth's surface.	3. Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.	Cognitive	E. Scientific Discovery	4. Transfers knowledge

## Element 2: Life Sciences

### Goal 1: Children construct concepts about the characteristics of living organisms, their biology and ecosystems through exploration and investigations.

Infants (0-12 months)	1. Demonstrate interest in people, plants and animals.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	2. Use senses to explore and get information about the natural world.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Younger Toddlers (9-18 months)	1. Explore the characteristics of living things.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	2. Interact with plants and animals.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	3. Point to basic body parts (e.g., eyes, nose, mouth).	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
Older Toddlers (18-36 months)	1. Ask questions about the natural world.	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
	2. Name basic body parts and point to more complex body parts (e.g., foot, knees).	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	3. Identify familiar animals and match them to their babies.	Cognitive	E. Scientific Discovery	2.3 Makes observations
Younger Preschoolers (36-48 months)	1. Identify living from non-living things.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	2. Identify and describe the functions of some body parts (e.g., use my legs to run).	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	3. Categorize common living things as either plants or animals.	Cognitive	E. Scientific Discovery	2.3 Makes observations
Older Preschoolers (48-60 months)	1. Describe how plants and animals, including people, grow and change over time.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	2. Explain how animals including people use their senses to gather information (e.g., noses are for smelling).	Cognitive	E. Scientific Discovery	2.3 Makes observations
	3. Describe how baby animals are similar yet different from their parents.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	4. Discuss how animals meet their needs for shelter (e.g., birds build nests).	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
Kindergartners				
<b>From Molecules to Organisms: Structures and Processes</b>	1. Use observations to describe patterns of what plants and animals (including humans) need to survive.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings

### Element 3: Earth and Space Sciences

**Goal 1: Children construct concepts about Earth's systems, the impacts of human activity on these systems, and Earth's place in the universe through observations, exploration, and investigations.**

Infants (0-12 months)	1. Explore water, soil, sand and rocks with adult guidance and support.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Younger Toddlers (9-18 months)	1. Use senses and simple tools to explore earth materials (e.g., digging soil, tapping rocks, pouring sand).	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	2. Match basic weather to types of clothing needed for weather (e.g., raincoat for rain, boots for snow).	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	3. Point or attend to the objects in the sky during daytime and nighttime (e.g., moon, sun, stars, clouds).	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
Older Toddlers (18-36 months)	1. Explore properties of water, soil, rocks and sand independently.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	2. Observe and discuss weather using basic terms (e.g., sunny, rainy).	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	3. Name the objects in the sky during daytime and nighttime (i.e., moon, sun, stars, clouds).	Cognitive	E. Scientific Discovery	2.3 Makes observations
Younger Preschoolers (36-48 months)	1. Observe and discuss changes in weather from day to day.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	2. Compare and describe texture of different earth materials.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
Older Preschoolers (48-60 months)	1. Record daily weather (e.g., sunny, rainy, snowy).	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	2. Describe patterns of weather over time (e.g., in the winter it is cold and snowy).	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	3. Recycle materials appropriately (e.g., compost food scraps).	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	4. Investigate and ask questions about the properties of earth materials including water, soil, rocks and sand.	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation

VT Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Kindergartners				
Earth's Systems	1. Use and share observations of local weather conditions to describe patterns over time.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	2. Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
Earth and Human Activity	3. Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	4. Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	5. Communicate solutions that will reduce the impact of humans on the land, water, air and/or other living things in the local environment.	Cognitive	E. Scientific Discovery	4. Transfers knowledge

## Element 4: Engineering Design

**Goal 1: Children design, experiment, construct, alter, and problem solve to modify the natural world and meet their needs and wants.**

Infants (0-12 months)	1. Demonstrate interest in people and objects in the environment.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	2. Experiment with body movement.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	3. Track movement with eyes.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	4. Use all senses to explore the properties of objects in environment to gain knowledge.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	5. Use body to account for size when interacting with objects (e.g., opens arms wide to grasp a large ball).	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	6. Carrying objects, putting into containers and dumping.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
Younger Toddlers (9-18 months)	1. Coordinate body movement for purposeful actions.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	2. Act on objects in different ways to make them move (ex. pushing vs kicking ball).	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	3. Repeat actions purposefully, observing results.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	4. Push and pull objects to observe results.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	5. Use simple tools to explore functions (e.g., a hammer is for pounding, a crayon is for paper).	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	6. Use a tool to get to an out of reach object.	Cognitive	D. Reasoning	1. Uses object to obtain another object
	7. Experiment with materials (ex. crayons, markers, play dough).	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	8. Experiments in multiple ways with objects to achieve goal.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	9. Asks, "What's that?"	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	10. Experiment with arranging objects horizontally and vertically.	Fine Motor	B. Functional Skill Use	3.2 Aligns objects

VT Standards	AEPS-3 Area		AEPS-3 Strand	AEPS-3 Items
Older Toddlers (18-36 months)	1. Use two toys together purposefully (e.g., use toy wrench to fix toy car).	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
	2. Experiment with everyday objects in novel ways.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	3. Build structures experimenting with height and breadth.	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
	4. Ask questions about how objects work.	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
	5. Makes observations, experiments and adjusts actions to gather information needed to solve physical problems.	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
	6. Use simple tools as props for play (e.g., uses paper towel tube as tunnel for matchbox car or small balls).	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	7. Stack objects to build structures, including connecting blocks/units.	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
Younger Preschoolers (36-48 months)	1. Investigate properties of movement through ramps, pulleys, tracks, etc.	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
	2. Understand cause & effect (e.g., if I do this then that will happen).	Cognitive	E. Scientific Discovery	4.1 Communicates results of investigations
	3. Build and rebuild elaborate structures out of a variety of materials experimenting with substance, height, breadth and balance.	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
	4. Use simple tools to experiment and observe functions.	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
	5. Investigate objects that require positioning and movement.	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
Older Preschoolers (48-60 months)	1. Draw pictures that represent physical structures.	Literacy	E. Writing	2.1 Makes representational drawings
	2. Follow a simple visual plan to construct a structure.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	3. Ask <i>why</i> and <i>how</i> questions to figure out how objects work.	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
	4. Use simple tools to construct solutions to problems.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	5. Use classroom objects in novel ways to enhance child-directed play.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies



Kindergartners	VT Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>Engineering Design</b>	1. Ask questions, make observations and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	2. Develop a simple sketch, drawing or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	3. Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.	Cognitive	E. Scientific Discovery	4. Transfers knowledge

## SOCIAL STUDIES

### Element 1: Inquiry

**Goal 1: Children make sense of the world around them by actively gathering and interpreting information.**

Infants (0-12 months)	1. Indicate awareness of what is happening in immediate surroundings.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	2. Explore objects in a variety of ways.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Younger Toddlers (9-18 months)	1. Use senses to investigate immediate surroundings.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Older Toddlers (18-36 months)	1. Ask <i>why</i> and other questions frequently.	Social-Communication	C. Communicative Expression	4.1 Asks wh- questions
	2. Seek information through observation, exploration and investigation.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
Younger Preschoolers (36-48 months)	1. Ask <i>why</i> and other questions to gain information, and attend to responses given.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
Older Preschoolers (48-60 months)	1. Ask questions and participate in simple investigations to form hypotheses, gather observations, draw conclusions and form generalizations.	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
	2. Collect, describe and record information through discussions, simple drawings, maps and charts.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	3. Describe and discuss predictions, explanations and generalizations based on past experience.	Cognitive	E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations

VT Standards	AEPS-3 Area		AEPS-3 Strand	AEPS-3 Items
Kindergartners	1. Initiate inquiry by developing a question (e.g., I wonder., Why?).	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
	2. Identify resources for finding answers to the questions (e.g., books, people, internet).	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	3. Design investigation by explaining what their jobs will be during an inquiry.	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
	4. Develop a hypothesis by sharing ideas about possible answers to the questions.	Cognitive	E. Scientific Discovery	2. Anticipates outcome of investigation
	5. Conduct research by asking questions and observing during investigation.	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
	6. Organize and display information found (e.g., table, chart).	Cognitive	E. Scientific Discovery	4.1 Communicates results of investigations
	7. Discuss information found and if it answered question.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	8. Identify ways they will show they have learned.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	9. Record observations with words, symbols or pictures.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	10. Develop reasonable explanations that answer the question by analyzing the evidence.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	11. Make connections by proposing solutions to problems and asking other questions.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	12. Communicate findings from the inquiry by presenting them, using pictures, writing a story, dictating ideas to teacher.	Literacy	E. Writing	2. Writes and draws for a variety of purposes

## Element 2: Family and Community; Civics, Government & Society

**Goal 1: Children identify themselves initially as belonging to a family, a group and a community; eventually they develop awareness of themselves as members of increasingly wider circles of society and learn the skills needed to be a contributing member of society.**

Infants (0-12 months)	1. Demonstrate recognition of family members and caretakers by smiling, vocalizing or crawling in the their direction.	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
	2. Show a preference for familiar versus unfamiliar adults.	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
	3. Explore the similarities and differences among people (e.g., touching their faces or hair, watching others' facial expressions).	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	4. Seek family members and other familiar adults for play and meeting their needs.	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
Younger Toddlers (9-18 months)	1. Use simple words to show recognition of family members (e.g., Dada).	Social-Communication	C. Communicative Expression	1.4 Uses consistent consonant-vowel combinations
	2. Observe and imitate routine actions of family members and others whom child feels comfortable with.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	3. Show comfort of being in familiar settings, routines.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
Older Toddlers (18-36 months)	1. Demonstrate ability to point out and name family members and caregivers.	Social-Emotional	E. Meeting Social Expectations	4.3 Provides given name or nickname of self and others
	2. Respond accurately when asked for first and last name.	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
	3. Identify some community workers by uniforms or equipment (e.g., become fireman when put on fireman hat, role play teacher).	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	4. Follow simple rules at home or in the classroom.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	5. Use play to communicate what they know about their community (e.g., pretend to go to a restaurant).	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	6. Help with daily routines (e.g., passing out cups and napkins at snack time).	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers

VT Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items	
Younger Preschoolers (36-48 months)	1. Talk about close family members and their relationships to each other.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	2. Contribute to their class community (e.g., help clean up area didn’t play in).	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	3. Identify self as part of a specific group (e.g., family, class).	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	4. Demonstrate knowledge of a group’s rules and outcomes of choices they make.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
	5. Take part in the responsibilities of being in a family or group (e.g., participate in clean-up).	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
Older Preschoolers (48-60 months)	1. Identify various groups they belong to (e.g., family, class, neighborhood).	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	2. Define group membership according to different contexts (e.g., class member, family members, T-ball team).	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	3. Describe their own family structure and family roles.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	4. Act as citizens by demonstrating positive interactions with group members.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
	5. Explain the need for rules in a variety of settings (e.g., home, classroom, playground) and for laws in the community.	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety
	6. Describe roles and responsibilities of various occupations in their community (e.g., policemen, teachers, librarians).	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function

VT Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items	
Kindergartners	1. Act as citizens by contributing to the life of the class and school.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
	2. Explain that rules are established for the benefit of individuals and groups.	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety
	3. Identify people in the community who make, apply and enforce rules at home, school and community (e.g., police, school principal).	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	4. Identify people in the community who help to meet the needs of people in the community (e.g., firefighters, doctors).	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	5. Communicate with individuals and groups and identify feelings that might lead to interpersonal conflicts.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	6. Name various social, economic and governmental institutions in the community (e.g., school, church, grocery store).	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function

### Element 3: Physical & Cultural Geography

**Goal 1: Children construct concepts about the physical characteristics and locations of familiar to more distant places, and the impacts of people on the environment. They also construct concepts about their own cultural identity and learn to appreciate others' cultures.**

Infants (0-12 months)	1. Explore similarities and differences of familiar people by touching faces, feeling their hair, etc.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Younger Toddlers (9-18 months)	1. Explore places in home environment, as well as in other familiar places.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	2. Locate where favorite objects are kept.	Cognitive	C. Conceptual Knowledge	1. Maintains search for object not in its usual location
Older Toddlers (18-36 months)	1. Identify usual locations of familiar objects and people (e.g., points out own cubby).	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
	2. Point out places in the community where they have had experiences (e.g., library, store).	Cognitive	B. Imitation and Memory	3.2 Relates recent events with contextual cues
	3. Identify similarities and differences between self and others.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
Younger Preschoolers (36-48 months)	1. Use simple positional terms to describe location of familiar objects and people.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	2. Work to help care for their environment (e.g., recycle paper, pick up litter on walk).	Social-Emotional	E. Meeting Social Expectations	3. Follows context-specific rules
	3. Describe own family traditions and cultural celebrations.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	4. Ask simple questions about others' cultural traditions and celebrations.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
Older Preschoolers (48-60 months)	1. Identify features of the physical environment around them (e.g., roads, buildings, bodies of water).	Cognitive	E. Scientific Discovery	2.3 Makes observations
	2. Describe or draw features of the geography of their classroom, home and community.	Cognitive	E. Scientific Discovery	2.3 Makes observations
	3. Explain that people share the environment with other people, animals and plants.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	4. Describe ways people can help take care of the environment (e.g., recycle).	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	5. Point out own physical and family characteristics and those of others.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	6. Respect physical and cultural differences of others.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences

VT Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items	
Kindergartners	1. State own name and address.	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
	2. Describe the boundaries that define neighborhood.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	3. Identify what a map or globe is and what its purpose is.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	4. Use vocabulary that defines location in space (e.g., near, far, below, above).	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	5. Use a simple map to find something.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	6. Create a simple map.	Literacy	E. Writing	2.1 Makes representational drawings
	7. Describe ways in which they take care or hurt the environment and how they adapt to their physical environment (e.g., dressing for winter).	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	8. Identify the ways culture is expressed in their families.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	9. Appreciate the differences and similarities among people (e.g., physical characteristics, cultures, likes and dislikes).	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences



## Element 4: History

**Goal 1: Children develop concepts about the passage of time, how the past has been interpreted, and the ability to connect the past with the present.**

Infants (0-12 months)	1. Notice daily routines.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	2. Respond to changes in daily routines.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
Younger Toddlers (9-18 months)	1. Adapt to some changes in daily routines.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	2. Participate in imitative play of simple actions observed in the recent past (e.g., feeding doll).	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
Older Toddlers (18-36 months)	1. Demonstrate through imitative play events observed in the past (e.g., going shopping).	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	2. Follow routines with simple sequence of events practiced in the past (e.g., wash hands before snack).	Social-Emotional	C. Interactions with Peers	3. Participates in familiar social routines with caregivers
Younger Preschoolers (36-48 months)	1. Relate a personal story from the past with assistance (e.g., When I was a baby...").	Cognitive	B. Imitation and Memory	3.2 Relates recent events with contextual cues
	2. Use concepts of yesterday, tomorrow, a long time ago with assistance.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	3. Describe sequence of simple routines (e.g., flush toilet then wash hands) with reminders.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
Older Preschoolers (48-60 months)	1. Differentiate between past, present and future.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	2. Describe events that happened in the past (e.g., family or personal history).	Cognitive	B. Imitation and Memory	3. Relates past events
	3. Explain how people live and what they do changes over time.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	4. Use concepts of before, after, yesterday, tomorrow with good accuracy.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	5. Describe sequence of routines (e.g., getting ready to go outside) practiced in the past with good accuracy.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons

VT Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items	
Kindergartners	1. Differentiate between past, present and future.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	2. Identify objects from long ago and today.	Cognitive	B. Imitation and Memory	3. Relates past events
	3. Connect the past with the present by describing the way family life has changed and stayed the same over time.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	4. Identify how events and people have shaped their families.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	5. Investigate the different ways that humans interpret history by: (1) collecting information about the past by interviewing a parent or grandparent, and (2) differentiating among fact, opinion and interpretation when sharing stories or retelling events.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	6. Place events from own lives in correct sequence.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	7. Demonstrate understanding of past, present and future by constructing a timeline of events in own lives	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	8. Differentiate between broad categories of time (e.g., yesterday, today, tomorrow, long ago).	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	9. Identify an important event in their lives.	Cognitive	B. Imitation and Memory	3. Relates past events

## Element 5: Economics

**Goal 1: Children describe how people interact economically and the occupations that people do to support themselves and society. They also learn about the economic interdependent relationships among people in our society.**

Infants (0-12 months)	N/A.			
Younger Toddlers (9-18 months)	1. Use concept of “more” (e.g., sign, verbalizes or indicates “more”).	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
Older Toddlers (18-36 months)	1. Use basic concept of trading with others to get a desired object.	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	2. Identify occupations familiar people have (e.g., Mommy is a teacher.).	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
Younger Preschoolers (36-48 months)	1. Explain reasons why people work (e.g., to buy food).	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	2. Use pretend money during dramatic play to purchase goods and services.	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	3. Describe some occupations and the work people in those occupations do (e.g., firefighter, teacher).	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
Older Preschoolers (48-60 months)	1. Describe how people interact economically (e.g., use money to purchase things or services).	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	2. Describe roles and responsibilities of several occupations, especially those the child is familiar with (e.g., dentist, janitor, farmer).	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	3. Identify basic needs people have (e.g., food, clothing).	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
Kindergartners	1. Participate in activities as a buyer or seller (e.g., store in dramatic play, a school store).	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	2. Identify economic activities that use resources in the local community (e.g., farmers’ markets).	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	3. Identify jobs people do at home and at school.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	4. Describe ways in which people exchange money for goods.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	5. Differentiate between basic needs and wants (e.g., food, clothing, shelter and affection vs toys and candy).	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	6. Explain why people earn, spend and save money.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences