



## ALIGNMENT

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

## **WITH Pennsylvania Learning Standards for Early Childhood: Infants-Toddlers and Pre-Kindergarten**

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

This document aligns the *Pennsylvania Learning Standards for Early Childhood: Infants-Toddlers and Pre-Kindergarten* [2014] with the areas, strands, goals, and objectives of *Assessment, Evaluation, and Programming System for Infants and Children, Third Edition (AEPS®-3)*.

### **References**

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Created September 2023

## Infants-Toddlers

### Approaches to Learning Through Play: Constructing, Organizing, and Applying Knowledge

#### AL.1 Constructing and Gathering Knowledge

#### A. Curiosity and Initiative

Infant	AL.1 I.A Use the senses as a primary means to explore and learn from the environment.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	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
	Transfer items from hand to hand to investigate the feel or appearance.	Fine Motor	B. Functional Skill Use	3.5 Transfers object from hand to hand
Young Toddler	AL.1 YT.A Show interest in various environmental stimuli.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Ask questions to obtain an adult response.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	Point to and move towards an object or activity.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Engage with objects to learn about them	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people and objects
	Reach for or ask to play with a new toy or object after introduced by adult.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
Older Toddler	AL.1 OT.A Explore characteristics of and ask questions about objects people, activities, and environments.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	Explore object to see how they work. (e.g., pushing buttons to start and stop turning object over)	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people and objects
	Approach others at play and ask what they are doing or attempt to join in.	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	Make independent play choices.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Ask questions to seek information.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information

PA Standard		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>B. Risk-Taking</b>				
Infant	AL.1 I.B Explore in the comfort of a familiar surrounding or adult.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Engage in play routines near a familiar adult.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Engage with an unfamiliar adult to complete routine activity while a familiar adult is nearby.	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
	Try to take walking steps to reach a familiar adult.	Gross Motor	B. Movement and Coordination	3.3 Walks with two-hand support
Young Toddler	AL.1 YT.B Explore the environment in close proximity to and in the constant sight of familiar adult.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Engage with an unfamiliar adult while a familiar adult is nearby	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	Participate in new experiences initiated by familiar adult	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
Older Toddler	AL.1 OT.B Explore the environment independently seeking occasional approval from adults.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Turn and look to adult for reassurance when attempting new things or meeting new people	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Observe adult completing a task, then independently attempt the task	Cognitive	B. Imitation and Memory	1.1 Imitates novel simple motor action not already in repertoire
<b>C. Stage of Play</b>				
Infant	AL.1 I.C Engage in parallel play	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
	Move toward an object.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Imitate adult actions in play.	Cognitive	B. Imitation and Memory	1.1 Imitates novel simple motor action not already in repertoire
	Children will independently play near adults	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
	Play near others without interacting with them	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers

	PA Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Young Toddler	AL.1 YT.C Engage in associative play	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
	Imitate action of peers and adults in their play	Cognitive	B. Imitation and Memory	1.1 Imitates novel simple motor action not already in repertoire
	Build with blocks alongside another block-builder, occasionally taking the other's blocks for own structure	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
	Color on paper with crayons while seated next to another child who is coloring or painting	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
	Place phone to ear and pretend to listen after watching a peer complete similar action	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Join others at play, first watching and later joining in	Social-Emotional	C. Interactions with Peers	3.2 Joins others in cooperative activity
Older Toddler	AL.1 OT.C Engage with others in simple cooperative play.	Social-Emotional	C. Interactions with Peers	3.2 Joins others in cooperative activity
	Interact with other children during play	Social-Emotional	C. Interactions with Peers	3.2 Joins others in cooperative activity
	Join others play, first watching and later joining in	Social-Emotional	C. Interactions with Peers	3.2 Joins others in cooperative activity
	Act out familiar scenarios.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
<b>AL.2 Organizing and understanding Information</b>				
<b>A. Engagement and Attention</b>				
Infant	AL.2 I.A Interact with others, objects, or activities for short periods of time.	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	Attend to adult during reciprocal interaction	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	Gaze with interest at adult, peer, or object nearby	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	Engage in exploration of objects within the environment	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys

PA Standard		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Young Toddler	AL.2 YT.A Engage with others, focus attention, and participate in activities for longer periods of time.	Social-Emotional	D. Independent and Group Participation	2. Interacts appropriately with others during large group activities
		Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Engage in the same activity over and over	Social-Emotional	D. Independent and Group Participation	2. Interacts appropriately with others during large group activities
	Engage with adult in extended reciprocal interactions	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	Examine an object with interest.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Read a book with an adult from start to finish	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading with adult or older child
Older Toddler	AL.2 OT.A Focus attention and participate in task oriented activities	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Complete short, simple task with adult support	Social-Emotional	D. Independent and Group Participation	1. Interacts appropriately with others during small group activities
	Engage with peers in play for an extended period of time	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
	Participate with others focusing on a specific task	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
	Try a task or activity several times	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
<b>B. Task Analysis</b>				
Infant	AL.2 I.B Anticipate next step of a familiar routine or activity	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
	Repeat routine actions. (e.g., lift legs for clean diaper placement, hold out hand for washing following diaper change, go to seat in expectation of meal)	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
Young Toddler	AL.2 YT.B Know the sequence of familiar routines	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
	Complete the sequence of a familiar routine	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	Demonstrate frustration when routine is changed	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests

	PA Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Older Toddler	AL.2 OT.B Identify and complete the sequence of familiar routines and tasks	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
	Complete a multi-step task with adult support	Social-Communication	B. Communicative Understanding	3. Follows multi-step directions without contextual cues
	Verbalize the daily schedule. (e.g., breakfast comes after morning meeting)	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
	Talk about ways to complete a task or activity and act on it	Social-Emotional	B. Social-Emotional Expression and Regulation	3.1 Explains or shows others how to do tasks mastered
	Describe the sequential steps of basic routines and activities	Social-Emotional	B. Social-Emotional Expression and Regulation	3.1 Explains or shows others how to do tasks mastered
<b>C. Persistence</b>				
Infant	AL.2 I.C Engage with an object in more than one way	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people and objects
	Repeat attempts to engage an adult to meets needs	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Play with a variety of objects to determine similar and different outcomes	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people and objects
	Explore objects in the environment	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Young Toddler	AL.2 YT.C Attempt to accomplish challenging tasks	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
	Demonstrate frustration when attempting to complete a difficult task. (e.g., may give up, walk away from task)	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
	Persist in working with materials that are challenging	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
	Solve simple problems independently	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
	Attempt to complete task in more than one way. (e.g., using materials in more than one way, trial and error)	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Stick to a task for a short period of time before asking for help	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
	Show excitement in completion of a challenging task	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments

PA Standard		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Older Toddler	AL.2 OT.C Attempt to accomplish challenging tasks by employing familiar strategies	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
	Attempt to complete a task in more than one way. (e.g., using materials in more than one way, trial and error, and breaking tasks into steps)	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Focus on an activity or object while other things are occurring in the environment	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Stick to a task for a short period of time before asking for help	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Show pride in completion of a challenging task	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
<b>D. Patterning</b>				
Infant	Emerging			
Young Toddler	AL.2 YT.D Recognize simple patterns in the environment	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Identify patterns in the environment. (e.g., spots on an animal, stripes on a shirt)	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Dance to rhythmic music	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
Older Toddler	AL.2 OT.D Recognize and create simple patterns	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects and/or people using common attributes
	Identify patterns in the environment. (e.g., spots on an animal, stripes on a shirt, predictable text)	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects and/or people using common attributes
	Clap out rhythmic patterns	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Create simple patterns using manipulatives	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
<b>E. Memory</b>				
Infant	AL.2 I.E Recognize and respond to familiar adults and routines	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
	Smile when familiar adult enters room	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Act on familiar routines. (e.g., go to changing table for diaper change)	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
	Show excitement for familiar adult	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences



	PA Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Young Toddler	AL.2 YT.E Recall information from previous experiences	Cognitive	B. Imitation and Memory	3. Relates past events
	Relate information and/or experiences from the past	Cognitive	B. Imitation and Memory	3. Relates past events
	Engage in memory games	Cognitive	B. Imitation and Memory	3.3 Relates events immediately after they occur
Older Toddler	AL.2 OT.E Retain and recall information from previous experiences	Cognitive	B. Imitation and Memory	3.2 Relates recent events with contextual cues
	Relate information and/or experiences from the past	Cognitive	B. Imitation and Memory	3. Relates past events
	Engage in memory games	Cognitive	B. Imitation and Memory	3.3 Relates events immediately after they occur
	Recall details from stories, events, and experiences	Cognitive	B. Imitation and Memory	3.2 Relates recent events with contextual cues
<b>AL.3 Applying Knowledge</b>				
<b>A/B Creativity/Invention</b>				
Infant	AL.3 IA/B Respond to music, art, and stories	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
Young Toddler	AL.3 YT.A/B Express self through simple actions, gestures, and words	Social-Communication	A. Early Social Communication	3.1 Vocalizes to another person expressing positive affective state
	AL.3 OT.A/B Construct music, art, and stories as a means of self-expression	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
<b>C. Representation</b>				
Infant	AL.3 I.C Use a variety of materials to create	Literacy	E. Writing	3.4 Writes using “scribble writing”
	Explore a variety of materials	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Imitate use of materials when modeled by adult	Cognitive	B. Imitation and Memory	1.1 Imitates novel simple motor action not already in repertoire
Young Toddler	AL.3 YT.C Use a variety of materials to represent familiar objects	Cognitive	C. Conceptual Knowledge	2. Uses object to represent another object
	Use non-conforming objects to create representations of real-life objects or activities. (e.g., block for phone, stick for spoon)	Cognitive	C. Conceptual Knowledge	2. Uses object to represent another object

	PA Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Older Toddler	AL.3 OT.C Experiment with materials to represent objects	Cognitive	C. Conceptual Knowledge	2. Uses object to represent another object
	Use non-conforming objects to create representations of real-life objects or activities. (e.g., block for phone, stick for spoon)	Cognitive	C. Conceptual Knowledge	2. Uses object to represent another object
	Use real-life objects to represent make-believe or fantasy objects. (e.g., spoon for magic wand, broom for a flying horse)	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
<b>AL.4 Learning through Experience</b>				
<b>A. Making Connections</b>				
Infant	AL.4 I.A Demonstrate comfort in routines, objects, and materials that reflect home experiences	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Show comfort when shown or provided a favorite object from home	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Show excitement when steps of a routine mirror home experience	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Respond to familiar family phrases	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
Young Toddler	AL.4 YT.A Relay experience from one setting to another	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Share new skills or tasks, learned or practiced, outside the school setting	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
	Apply a skill to multiple tasks(e.g., use measuring cups in sensory table, outside, and in cooking activity)	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	Use familiar phrases or behaviors from one setting in another setting	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Engage in play that reflects home culture	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play

	PA Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Older Toddler	AL.4 OT.A Notice similarities and differences between settings	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Relate personal experiences during play	Cognitive	B. Imitation and Memory	3. Relates past events
	Identify things that can be done in one environment but not another. (e.g., "I can serve my own food here, but mommy does it at home.")	Cognitive	B. Imitation and Memory	3. Relates past events
	Tell another that he or she is doing something wrong when it varies from a familiar routine	Social-Emotional	B. Social-Emotional Expression and Regulation	3.1 Explains or shows others how to do tasks mastered
	Ask questions about differences and similarities among peers	Social-Emotional	C. Communicative Expression	4. Asks questions using inverted auxiliary
	State similarities between activities	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
<b>B. Resiliency-Competence</b>				
Infant	AL.4 I.B Use comfort of familiar experiences to explore new activities and experiences	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
Young Toddler	AL.4 YT.B Repeat familiar activity to gain comfort and confidence	Cognitive	B. Imitation and Memory	1. Imitates novel coordinated motor actions
Older Toddler	AL.4 OT.B Approach new experiences with confidence	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
<b>C. Problem-Solving</b>				
Infant	AL.4 I.C Play with a variety of objects to determine similar and different outcomes	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
		Cognitive	D. Reasoning	2.2 Uses simple actions on a variety of objects
	Interact with an object in more than one way	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Repeat actions that have an interesting response	Cognitive	D. Reasoning	2.2 Uses simple actions on a variety of objects
	Explore objects to see how they work	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
		Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Compare outcomes of actions upon objects. (e.g., shake a rattle and then shake a ball to determine if they have similar responses)	Cognitive	D. Reasoning	2.2 Uses simple actions on a variety of objects

	PA Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Young Toddler	AL.4 YT.C Solve simple problems independently	Cognitive	D. Reasoning	2.2 Uses simple actions on a variety of objects
	Demonstrate inflexibility when attempting to solve a problem. (e.g., stick to one strategy, repeat error multiple times, unwilling to try alternative solution)	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Repeat actions in attempt to achieve desired outcome	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Observe other's actions with materials to learn strategies for problem-solving	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Explore objects to see how they work	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Compare outcomes of actions upon objects. (e.g., pour water through different objects and notice similarities and differences)	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Try new ways to complete a familiar task	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Attempt to complete a task in more than one way. (e.g., using materials in new ways, trial and error)	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Use a previously successful strategy	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
Older Toddler	AL.4 OT.C Attempt problem solving activities to achieve a positive outcome	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Observe other's actions with materials to learn strategies for problem-solving	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Try new ways to complete a familiar task	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Attempt to complete a task in more than one way. (e.g., using materials in new ways, trial and error, breaking tasks into steps, ask for assistance)	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Use a previously successful strategy	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Discuss the different ways used to accomplish a task or to solve a problem	Social-Emotional	B. Social-Emotional Expression and Regulation	3.1 Explains or shows others how to do tasks mastered

## Language and Literacy Development: English Language Arts

### 1.1 Foundational Skills

#### A. Book-Handling

Infant	1.1 I.A Explore books in a variety of ways	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading with adult or older child
	Gaze, babble, pat, and point at books	Social-Communication	A. Early Social Communication	2.1 Coos and gurgles
	Attend to pictures in book during lap-reading with an adult	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading with adult or older child
Young Toddler	1.1 YT.A Demonstrate beginning book-handling skills	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading with adult or older child
	Point to or frequently turn to favorite parts of a book	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Turn pages	Literacy	A. Awareness of Print Concepts	2.1 Turns pages from book front toward book end
	Pretend to read by tracking	Literacy	A. Awareness of Print Concepts	2. Demonstrates understanding that text is read in one direction, and from top to bottom of page
Older Toddler	1.1 OT.A Demonstrate beginning book-handling skills	Literacy	A. Awareness of Print Concepts	2.2 Holds book or other printed material with pictures correctly oriented
	Independently seek books to read during free play	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Orient book correctly	Literacy	A. Awareness of Print Concepts	2.2 Holds book or other printed material with pictures correctly oriented
	Turn pages in order	Literacy	A. Awareness of Print Concepts	2.1 Turns pages from book front toward book end
	Use pointer or finger to track print	Literacy	A. Awareness of Print Concepts	2. Demonstrates understanding that text is read in one direction, and from top to bottom of page

PA Standard		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>B. Print Concepts</b>				
Infant	1.1 I.B Demonstrate interest in books that have color, pattern, and contrast	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Gaze, babble, pat, and point at books	Social-Communication	A. Early Social Communication	2.1 Coos and gurgles
	Attend to pictures in a book during lap-reading with an adult	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading with adult or older child
Young Toddler	1.1 YT.B Demonstrate interest in pictures and text	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading with adult or older child
	Show preference for favorite books or pages	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Point to or frequently turn a favorite parts in a book	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Notice print in the environment	Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos
Older Toddler	1.1 OT.B Recognize that print has meaning	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
	Chose books from a collection and name each one even if not using proper titles	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Differentiate between numbers and letters	Literacy	C. Alphabet Knowledge	1.3 Recognizes five frequently occurring letters not in first name
	Recognize some letters in his/her name	Literacy	C. Alphabet Knowledge	1.4 Names letters in own first name
<b>C. Phonological Awareness</b>				
Infant	1.1 I.C Respond to sounds in the environment	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Startle to unfamiliar sounds. (e.g., vacuum cleaner)	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Respond positively to familiar sounds and words. (e.g., voice of familiar adult)	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Repeat sounds initiated by adult	Cognitive	B. Imitation and Memory	2.1 Imitates novel vocalizations
	Look towards sounds	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
Young Toddler	1.1 YT.C Identify and imitate familiar sounds in the environment	Cognitive	B. Imitation and Memory	2.2 Imitates familiar vocalization
	label sounds when they are heard. (e.g., say "dog" when they hear a dog barking)	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Repeat a sound sequence. (e.g., "E, I, E, I, O)	Cognitive	B. Imitation and Memory	2.1 Imitates novel vocalizations

	PA Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Older Toddler	1.1 OT.C Categorize familiar sounds	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	Identify animal sounds	Social-Communication	C. Communicative Expression	1.1 Uses two-word utterances
	Listen to sounds and guess what they are	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	Use and imitate sounds when playing	Cognitive	B. Imitation and Memory	2.1 Imitates novel vocalizations
	Recognize sounds that are similar to those found in name	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names of people or pets
	Engage in activities that include rhyme and alliteration	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play with caregivers and/or peers

## D. Phonics and Word Recognition

Infant	Emerging			
Young Toddler	Emerging			
Older Toddler	1.1 OT.D Recognize familiar environmental print	Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos
	Recognize and associate familiar logos. (e.g., restaurants, stores, teams)	Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos
	Recognize objects labeled with his/her name	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names of people or pets

## 1.2 Reading Informational Text

## B. Key Ideas and Details - Text Analysis

Infant	1.2 I.B Attend to a picture in a text when reading with an adult	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading with adult or older child
	Gaze at pages of a text	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading with adult or older child
	Point to familiar objects pictured within a text	Literacy	D. Vocabulary and Story Comprehension	1.2 Locates familiar objects, people, events, and actions in picture books
	Attempt to communicate about familiar objects in text. (e.g., sees a ball and says "ba", uses sign for apple when seeing an apple)	Social-Communication	C. Communicative Expression	1.3 Uses consistent approximations for words or signs

	PA Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Young Toddler	1.2 YT.B Respond to simple questions about a text	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	Point to picture in a text when asked by an adult	Literacy	D. Vocabulary and Story Comprehension	1.2 Locates familiar objects, people, events, and actions in picture books
	Attempt to communicate about the text when asked by an adult	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
Older Toddler	1.2 OT.B Answer simple questions about a text	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	Use some details from the text to answer questions	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	Answer "who" or "what" the text is about	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
<b>C. Key Ideas and Details</b>				
Infant	Emerging			
Young Toddler	1.2 YT.C Relate familiar objects in a text to personal experience	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	Point to picture in a book when asked by adult	Literacy	D. Vocabulary and Story Comprehension	1.2 Locates familiar objects, people, events, and actions in picture books
	Answer a question about a book. (e.g., "What is the bat eating?")	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	Move to real object after viewing in a text	Cognitive	E. Scientific Discovery	4. Transfers knowledge
		Social-Communication	B. Communicative Understanding	2. Locates common objects, people, and/or events
Older Toddler	1.2 OT.C Relate text to personal experiences when asked	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	Respond to action in a story. (e.g., jump when characters jump)	Social-Communication	B. Communicative Understanding	2.2 Responds to single word directive
	Share personal experience and prior knowledge that is relevant to the text	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	Answer questions about text that relate to personal experiences	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	Choose text based on personal interest and experiences	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences



PA Standard		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>E. Craft and Structure - Text Structure</b>				
Infant	Emerging			
Young Toddler	1.2 YT.E Identify a favorite book by its cover	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Use front cover to locate favorite text	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Ask adult to read a favorite text often	Social-Communication	C. Communicative Expression	4. Asks questions using inverted auxiliary
Older Toddler	1.2. OT.E Identify a text by the front cover	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Locate a familiar text when provided with title	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Locate an unfamiliar text when provided a description of the front cover	Social-Communication	B. Communicative Understanding	3.2 Follows one-step direction without contextual cues
<b>G. Integration of Knowledge and Ideas - Diverse Media</b>				
Infant	Emerging			
Young Toddler	Emerging			
Older Toddler	1.2 OT.G Notice details in illustration or picture	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	Describe details about pictures in text	Literacy	D. Vocabulary and Story Comprehension	2.3 Tells story associated with series of pictures
<b>J. Vocabulary Acquisition and Use</b>				
Infant	1.2 I.J Use single words to identify family members and familiar objects	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, and/or events
	Look at or move toward named person or object	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
	Repeat sounds initiated by adult	Cognitive	B. Imitation and Memory	2.1 Imitates novel vocalizations
	Use newly acquired vocabulary to name objects	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, and/or events

	PA Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Young Toddler	1.2 YT.J Use new vocabulary in everyday speech	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	Ask adults questions to learn names for new objects	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	Use newly acquired vocabulary to name objects	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, and/or events
	Understand about 200 words and use about 50 in everyday speech	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
Older Toddler	1.2 OT.J Use expanded vocabulary in everyday speech	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	Talk about pictures using new vocabulary words or phrases	Social-Communication	D. Social Use of Language	2.2 Describes objects; people; and past, present, and future events as part of social exchange
	Use new vocabulary in the context of dramatic play, daily routines, and classroom conversations	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Begin to use new vocabulary when asking questions or describing situations or objects	Social-Communication	D. Social Use of Language	2.2 Describes objects; people; and past, present, and future events as part of social exchange
	Use prepositions and pronouns	Social-Communication	C. Communicative Expression	2. Uses plural form of pronouns to indicate subjects, objects, and possession in multiple-word sentences
	Understand as many as 900 words and use about 300 in everyday speech	Social-Communication	C. Communicative Expression	1. Produces multiple word sentences to communicate
<b>L. Range of Reading</b>				
Infant	1.2 I.L Engage in reading activities	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading with adult or older child
	Gaze, babble, pat, and point at books or photos	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading with adult or older child
		Social-Communication	A. Early Social Communication	2. Produces speech sounds
	Attend to pictures in a book during lap-reading with an adult	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading with adult or older child
	Purposefully seek out opportunities to engage with books	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences

	PA Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Young Toddler	1.2 YT.L Actively engage in reading activities for short periods of time	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading with adult or older child
	Listen to and interact with adult	Social-Emotional	D. Independent and Group Participation	1. Interacts appropriately with others during small group activities
	Point to or frequently turn to favorite parts of a book	Literacy	A. Awareness of Print Concepts	2.1 Turns pages from book front toward book end
	Ask and answer questions about the text being read aloud	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	Purposefully seek out opportunities to engage with books	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
Older Toddler	1.2 OT.L Use expanded vocabulary in everyday speech	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	Share prior knowledge about text being read aloud	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	Ask and answer questions about the text being read aloud	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	Respond to comments from other children	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Use ideas gained in group reading, other daily routines, learning centers, and activities	Cognitive	E. Scientific Discovery	4. Transfers knowledge

### 1.3 Reading Literature

#### A. Key Ideas and Details - Theme

Infant	Emerging			
Young Toddler	Emerging			
Older Toddler	1.3 OT.A Recall an event from a story	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
	Name one event in a story	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
		Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	Talk about what the story is about	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	Finish a familiar story when adult pauses	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story

PA Standard		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>B. Key Ideas and Details - Text Analysis</b>				
Infant	1.3 I.B Attend to a picture in a story when reading with an adult	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading with adult or older child
	Gaze at pages of a story	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading with adult or older child
	Point to familiar objects pictured within a story	Literacy	D. Vocabulary and Story Comprehension	1.2 Locates familiar objects, people, events, and actions in picture books
	Attempt to communicate about familiar objects in text. (e.g., sees a ball and says "ba", uses sign for apple when seeing an apple)	Social-Communication	C. Communicative Expression	1.3 Uses consistent approximations for words or signs
Young Toddler	1.3 YT.B Respond to simple questions about a story	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	Point to picture in a story when asked by an adult	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	Attempt to communicate about the story when asked by an adult	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
Older Toddler	1.2 OT.B Answer simple questions about a story	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	Use some details from the story to answer questions	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	Answer "who" or "what" the story is about	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
<b>C. Key Ideas and Details - Literary Elements</b>				
Infant	Emerging			
Young Toddler	Emerging			
Older Toddler	1.3 OT.C Recognize pictures of familiar characters in a book	Literacy	D. Vocabulary and Story Comprehension	1.1 Labels familiar people, actions, objects, and events in picture books
	Name characters in the story	Literacy	D. Vocabulary and Story Comprehension	1.1 Labels familiar people, actions, objects, and events in picture books

PA Standard		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>G. Integration of Knowledge and Ideas - Sources of Information</b>				
Infant	Emerging			
Young Toddler	Emerging			
Older Toddler	1.3 OT.G Notice details in illustration or picture	Literacy	D. Vocabulary and Story Comprehension	2.3 Tells story associated with series of pictures
	Describe details about pictures in stories	Literacy	D. Vocabulary and Story Comprehension	2.3 Tells story associated with series of pictures
<b>J. Vocabulary Acquisition and Use</b>				
Infant	1.3 I.J Use single words to identify family members and familiar objects	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names of people or pets
		Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	Look at or move toward named person or object	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
	Repeat sounds initiated by adult	Cognitive	B. Imitation and Memory	2.1 Imitates novel vocalizations
	Use newly acquired vocabulary to name objects	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
Young Toddler	1.3 YT.J Use new vocabulary in everyday speech	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	Ask adults questions to learn names for new objects	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	Use newly acquired vocabulary to name objects	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	Understand about 200 words and use about 50 in everyday speech	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols

	PA Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Older Toddler	1.3 OT.J Use expanded vocabulary in everyday speech	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	Talk about pictures using new vocabulary words or phrases	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
	Use new vocabulary in the context of dramatic play, daily routines, and classroom conversations	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
	Begin to use new vocabulary when asking questions or describing situations or objects	Social-Communication	D. Social Use of Language	2.2 Describes objects; people; and past, present, and future events as part of social exchange
	Use prepositions and pronouns	Social-Communication	D. Social Use of Language	2.2 Describes objects; people; and past, present, and future events as part of social exchange
	Understand as many as 900 words and use about 300 in everyday speech	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
<b>K. Range of Reading</b>				
Infant	1.3 I.K Engage in reading activities	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading led by adult
	Gaze, babble, pat, and point at books or photos	Social-Communication	A. Early Social Communication	2.1 Coos and gurgles
	Attend to pictures in book during lap-reading with an adult	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading with adult or older child
	Purposefully seek out opportunities to engage with books	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
Young Toddler	1.3 YT.K Actively engage in reading activities for short periods of time	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading with adult or older child
	Listen to and interact with adult	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	Point to or frequently turn to favorite parts of a book	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Ask and answer questions about the story being read aloud	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	Purposefully seek out opportunities to engage with books	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences

	PA Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Older Toddler	1.3 OT.K Actively engage in small group reading activities	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading led by adult
	Share prior knowledge about text being read aloud	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	Ask and answer questions about text being read aloud	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	Respond to comments from other children	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	Use ideas gained in group reading, other daily routines, learning centers, and activities	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
1.4 Writing				
M. Narrative				
Infant	Emerging			
Young Toddler	Emerging			
Older Toddler	1.4 OT.M Tell a story about a picture	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
	Tell a real or make-believe story	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
	Describe the shapes in a drawn picture. (e.g., "This is a dog and that is her dog house.")	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
	Respond when asked "who" or "what" is in the picture	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	When prompted, provide details to further support the description of the picture	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
	Communicate the beginning and end of an event	Literacy	D. Vocabulary and Story Comprehension	3.3 Demonstrates understanding of vocabulary associated with early literacy concepts

PA Standard		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>R. Narrative - Conventions of Language</b>				
Infant	1.4 I.R Make marks with writing and drawing tools	Literacy	E. Writing	3.4 Writes using “scribble writing”
	Use a variety of writing tools and surfaces during play	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Engage in tactile experiences	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Imitate adult mark making. (e.g., taps out dots on paper after adult models)	Literacy	E. Writing	2. Writes and draws for a variety of purposes
Young Toddler	1.4 YT.R Scribble with writing and drawing tools	Literacy	E. Writing	3.4 Writes using “scribble writing”
	Make marks that appear in random order	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Repeat scribbles	Literacy	E. Writing	3.4 Writes using “scribble writing”
	Choose from a variety of writing tools and surfaces during play	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Engage in tactile experiences creating shapes and other forms	Literacy	E. Writing	2. Writes and draws for a variety of purposes
		Literacy	E. Writing	2.1 Makes representational drawings
	Create shapes and scribbles from tactile materials	Literacy	E. Writing	2. Writes and draws for a variety of purposes
Older Toddler	1.4 OT.R Intentionally make marks with writing and drawing tools	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Choose from a variety of writing tools and surfaces during play	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Engage in tactile experiences creating letters and other forms	Literacy	E. Writing	2. Writes and draws for a variety of purposes
		Literacy	E. Writing	2.1 Makes representational drawings
	Scribble lines, circles, zig-zags, or in rows	Literacy	E. Writing	3.4 Writes using “scribble writing”
	Write segments of letter forms. (e.g., lines, curves)	Literacy	E. Writing	2.1 Makes representational drawings
	Begin to use letter-like forms	Literacy	E. Writing	2.1 Makes representational drawings
	Trace and create letters and other shapes using tactile materials. (e.g., sand, sandpaper, glue, foam)	Literacy	E. Writing	3.3 Copies entire first name



PA Standard		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>V. Conducting Research</b>				
Infant	Emerging			
Young Toddler	Emerging			
Older Toddler	1.4 OT.V Ask questions about topics of personal interest to gain information	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	Ask about a new toy or object in the classroom. (e.g., "How does that work?")	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	Ask questions about familiar and unfamiliar people	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
<b>1.5 Speaking and Listening</b>				
<b>A. Comprehension and Collaboration</b>				
Infant	1.5 I.A Use sounds and gestures as a form of reciprocal communication	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Use verbal and nonverbal language to have needs met	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Use verbal and nonverbal language to show interest in objects and people	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Engage in conversational turn-taking	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
Young Toddler	1.5 YT.A Use sounds, gestures, and words as forms of reciprocal communication	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Use verbal and nonverbal language to have needs met	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Use verbal and nonverbal language to show interest in objects and people	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Engage in conversational turn-taking	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others

	PA Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Older Toddler	1.5 OT.A Engage in reciprocal conversations and interactions with peers and adults	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Engage in conversational turn-taking	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
	Pose questions	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	Allow wait time before responding	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
<b>C. Comprehension and Collaboration - Evaluation</b>				
Infant	1.5 I.C Respond in ways that indicate understanding of what is being communicated	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
	Respond to tone of other's voice	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
	Connect voice to specific person	Social-Communication	A. Early Social Communication	1.1 Quiets to familiar voice
	Follow simple direction	Social-Communication	B. Communicative Understanding	3.2 Follows one-step direction without contextual cues
	Turn head toward speaker	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
Young Toddler	1.5 YT.C Respond to questions, comments, or directions	Social-Communication	B. Communicative Understanding	3. Follows multi-step directions without contextual cues
	Focus attention on speaker and attempt to imitate speech	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
	Respond to adults' requests showing understanding of what is being asked. (e.g., answer a simple question with a nod of head, go to wash hands when asked)	Social-Communication	B. Communicative Understanding	3. Follows multi-step directions without contextual cues
	Follow a one-step simple direction	Social-Communication	B. Communicative Understanding	3.2 Follows one-step direction without contextual cues

	PA Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Older Toddler	1.5 OT.C Respond to questions, comments, or directions	Social-Communication	B. Communicative Understanding	4.1 Answers “who,” “what,” and “where” questions
	Respond to adults' requests showing understanding of what is being asked. (e.g., answer a simple question with a nod of head, go to wash hands when asked)	Social-Communication	B. Communicative Understanding	4.1 Answers “who,” “what,” and “where” questions
		Social-Communication	B. Communicative Understanding	3. Follows multi-step directions without contextual cues
	Demonstrate understanding of position words	Social-Communication	B. Communicative Understanding	3. Follows multi-step directions without contextual cues
	Follow two-step directions with reminders	Social-Communication	B. Communicative Understanding	3. Follows multi-step directions without contextual cues
	Respond to a question with an answer or details related to the topic being discussed	Social-Communication	B. Communicative Understanding	4.1 Answers “who,” “what,” and “where” questions
<b>D/E. Presentation of Knowledge and Ideas - Purpose, Audience, and Task/Context</b>				
Infant	1.5 I.D/E Babble and begin to use single words and/or signs	Social-Communication	A. Early Social Communication	3. Engages in vocal exchanges
	Change tone to express feelings	Social-Communication	A. Early Social Communication	3.2 Vocalizes to another person expressing negative affective state
	Babble using strings of consonant sounds and sounds and rhythms of native language	Social-Communication	C. Communicative Expression	1.3 Uses consistent approximations for words or signs
	Actively imitate the sounds of speech and/or signs	Social-Communication	C. Communicative Expression	1.3 Uses consistent approximations for words or signs
Young Toddler	1.5 YT.D/E Use 1-2 words and/or signs to communicate	Social-Communication	C. Communicative Expression	1.1 Uses two-word utterances
	Use simple words and/or signs to indicate wants or needs	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	Use simple gestures	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	Use inflection when speaking	Social-Communication	C. Communicative Expression	4. Asks questions using inverted auxiliary
	Express thoughts, feelings, and ideas	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	Talk about stories, experiences and interests	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols

	PA Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Older Toddler	1.5 OT.D/E Use simple sentences, communicating clearly enough to be understood by familiar adults	Social-Communication	C. Communicative Expression	1. Produces multiple word sentences to communicate
	Express thoughts, feelings, and ideas	Social-Communication	C. Communicative Expression	1. Produces multiple word sentences to communicate
	Talk about stories, experiences, and interests	Social-Communication	C. Communicative Expression	1. Produces multiple word sentences to communicate
	Use appropriate volume to be heard by group, paying attention to inside and outside voices	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
		Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions
	Use pronouns more frequently	Social-Communication	C. Communicative Expression	2. Uses plural form of pronouns to indicate subjects, objects, and possession in multiple-word sentences
	Use inflection when speaking	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions

## G. Conventions of Standard English

Infant	Emerging			
Young Toddler	Emerging			
Older Toddler	1.5 OT.G Demonstrate command of the conventions of standard English when speaking based on older toddler development	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
	Speak in simple sentences	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Use pronouns for self	Social-Communication	C. Communicative Expression	2. Uses plural form of pronouns to indicate subjects, objects, and possession in multiple-word sentences
	May omit some words or use some words incorrectly. (e.g., "Mommy goes to work," "I want banana.")	Social-Communication	C. Communicative Expression	1. Produces multiple word sentences to communicate
	End words in "s" to indicate plural. (e.g., trucks, mouses)	Social-Communication	C. Communicative Expression	2.1 Uses irregular plural nouns in multiple-word sentences
	Begin to use prepositions	Social-Communication	C. Communicative Expression	1. Produces multiple word sentences to communicate

# Mathematical Thinking and Expression: Exploring, Processing, and Problem-Solving

## 2.1 Numbers and Operations

### A.1. Counting and Cardinality - Cardinality

Infant	2.1 I.A.1 Explore objects	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people and objects
	Stack and unstack objects	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people and objects
	Dump and fill objects into and out of containers	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people and objects
	Repeat sound patterns. (e.g., repeatedly)	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people and objects
Young Toddler	2.1 TY.A.1 Imitate rote counting using some names of numbers	Math	A. Counting	1.2 Recites numbers 1 to 3
	Attempt to count, not always in the correct order	Math	A. Counting	1. Counts out 3 items
Older Toddler	2.1 OT.A.1 Know some number names and the count sequence	Math	A. Counting	2. Counts out 10 items
	Rote count to 5	Math	A. Counting	2.2 Recites numbers 1 to 10
	Recognize some numerals. (e.g., notice numerals in the environment and names some of them, point to a numeral when asked)	Math	C. Math Symbols	1.2 Labels numerals to 5
	Engage in experiences related to numbers. (e.g., counting songs, finger plays, reading number books)	Math	A. Counting	All

### A.2. Counting and Cardinality - Counting

Infant	Emerging
Young Toddler	Emerging

	PA Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Older Toddler	2.1 OT.A.2 Count to tell the number of objects	Math	A. Counting	1.1 Counts 3 items to determine "How many?"
	Subitize (visually quantify) to determine how many; attach a numeric value to a set of objects without counting up to 3	Math	A. Counting	1.1 Counts 3 items to determine "How many?"
	Practice one-to-one correspondence. (e.g., setting out snack, counting children, matching objects)	Math	A. Counting	2. Counts out 10 items
	Verbalize how many objects they have	Math	A. Counting	1.1 Counts 3 items to determine "How many?"
	Use counting and numbers as part of play and as a means for determining quantity	Math	A. Counting	All
<b>A.3. Counting and Cardinality - Comparing</b>				
Infant	2.1 I.A.3 Explore relationships between objects	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Stack and unstack objects	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people and objects
	Dump and fill objects into and out of containers	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people and objects
	Place objects inside of other objects	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people and objects
Young Toddler	2.1 YT.A.3 Explore simple comparisons of quantity	Math	B. Quantitative Relations	1.1 Compares items in sets of up to 5 by matching
	Ask for "more"	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
	Notice differences in size. (e.g., big, small)	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Indicate when something is gone	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
	Participate in comparison activities	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
Older Toddler	2.1 OT.A.3 Use comparative language to show understanding of more or less	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Recognize who has more than another	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Use terms like "more," "less," "bigger than," "smaller than," "the same."	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Identify groups of more or less	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons

PA Standard		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>MP. Counting and Cardinality - Mathematical Processes</b>				
Infant	2.1 I.MP Engage in numerical play	Math	A. Counting	All
	Stack and unstack objects	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people and objects
	Dump and fill objects into and out of containers	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people and objects
	Place objects inside of other objects	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people and objects
	Engage in experiences related to numbers. (e.g., counting songs, finger plays, reading number books)	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play with caregivers and/or peers
Young Toddler	2.1 YT.MP Engage and persist in numerical play	Math	A. Counting	All
	Stack and unstack objects	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people and objects
	Dump and fill objects into and out of containers	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people and objects
	Place objects inside of other objects	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people and objects
	Engage in experiences related to numbers. (e.g., counting songs, finger plays, reading number books)	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play with caregivers and/or peers
Older Toddler	2.1 OT.MP Use mathematical processes when quantifying, comparing, and representing number	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Engage in numerical play	Math	A. Counting	All
	Persist in numerical play. (Reference AL.2 OT.C)	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
	When prompted, communicate thinking while engaged in numerical play	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
	Talk and listen to peers during numerical play	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
	Use simple forms of numerical representations. (e.g., pictures, objects, fingers)	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons

## 2.2 Algebraic Concepts

### A.1 Operations and Algebraic Thinking

Infant	Emerging			
Young Toddler	2.2 YT.A.1 Sort manipulatives into sets	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	Group like objects into sets	Math	B. Quantitative Relations	1.1 Compares items in sets of up to 5 by matching
		Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	Engage in experiences related to adding and subtracting. (e.g., counting songs, finger plays, reading number books)	Math	D. Addition and Subtraction	1.5 Demonstrates understanding of concept of addition
Older Toddler	2.2 OT.A.1 Add to and take apart sets	Math	D. Addition and Subtraction	1.5 Demonstrates understanding of concept of addition
	Group like objects into sets	Math	B. Quantitative Relations	1.1 Compares items in sets of up to 5 by matching
	Engage in experiences related to adding and subtracting. (e.g., counting songs, finger plays, reading number books)	Math	D. Addition and Subtraction	1.5 Demonstrates understanding of concept of addition
	Use vocabulary that includes subtraction or addition concepts. (e.g., "I need one more." "They're all gone.")	Math	D. Addition and Subtraction	All



PA Standard		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
2.3 Geometry				
A.1. Geometry - Identification				
Infant	2.3 I.A.1 Explore objects of different sizes and shapes	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Explore similarities and differences in the shape of objects	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
		Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
		Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Explore puzzles with assistance	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Stack and build with various shaped and sized blocks	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Manipulate various shapes	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Explore the ways that shapes and objects fit together	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Young Toddler	2.3 Y.T.A.1 Match identical shapes	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attributes
	Put together simple puzzles with assistance	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Place shapes in shape sorter	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attributes
Older Toddler	2.3 O.T.A.1 Recognize and identify basic shapes in the environment	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Describe objects in the environment and name shapes	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
		Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
	Complete simple puzzles	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Manipulate objects of various shape and size	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
A.2. Geometry - Application				
Infant	Emerging			
Young Toddler	Emerging			

PA Standard		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Older Toddler	2.3 OT.A.2 Create and compose simple shapes	Literacy	E. Writing	2.1 Makes representational drawings
		Fine Motor	C. Mechanics of Writing	1.1 Writes and/or draws using mixed strokes
	Use simple shapes in drawing	Literacy	E. Writing	2.1 Makes representational drawings
	Use 3-D materials to represent simple shapes	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Use fingers or body to represent shapes when asked	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
<b>MP. Geometry - Mathematical Processes</b>				
Infant	2.3 I.MP Engage in geometric play			
	Explore similarities and differences in the shape of objects	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Explore puzzles with assistance	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Stack and build with various shaped and sized blocks	Cognitive	D. Reasoning	2.2 Uses simple actions on a variety of objects
	Manipulate various shapes	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Explore the ways that shapes and objects fit together	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
Young Toddler	2.3 YT.MP Engage and persist in geometric play	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Put together simple puzzles with assistance	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	Place shapes in shape sorter	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal

	PA Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Older Toddler	2.3 OT.MP Use mathematical processes when creating and composing shapes	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	Describe objects in the environment and name shapes	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
	Complete simple puzzles	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Manipulate objects of various shape and sizes	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people and objects
	Persist in geometric play. (Reference AL.2 OT.C)	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Engage in geometric play	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Problem-solving during geometric play. (Reference AL.4 OT.C)	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	When prompted, communicate thinking while engaged in numerical play	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
	Talk and listen to peers during numerical play	Social-Emotional	D. Independent and Group Participation	1. Interacts appropriately with others during small group activities

## 2.4 Measurement, Data, and Probability

### A.1. Measurement and Data - Measurement

Infant	Emerging			
Young Toddler	2.4 YT.A.1 Engage in measurement experiences	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	Begin to use size words	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Explore objects to determine size	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	Explore measuring tools	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	Fills and empties containers in the water table	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
Older Toddler	2.4 OT.A.1 Use basic measurements vocabulary	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Use size words. (e.g., many, big, and little)	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Compare sizes of objects	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Explore objects to determine size	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	Explore measuring tools	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	Measure objects with adult assistance	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	Begin to use nonstandard (e.g., hand, shoe, yarn, block) or standard tools to measure objects	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information

PA Standard		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>A.4 Measurement and Data - Data</b>				
Infant	Emerging			
Young Toddler	2.4 YT.A.4 Participate in sorting objects	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	Put similar objects into piles	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	Begin to sort objects by size or shape (e.g., beads, blocks, counting bears) with teacher support	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attributes
Older Toddler	2.4 OT.A.4 Classify objects and count the number of objects in each category	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
		Math	B. Quantitative Relations	1. Compares items in sets of up to 5 by counting
	Sort objects by one attribute. (e.g., color, size, shape)	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	Classify up to five objects using one attribute into categories	Math	B. Quantitative Relations	1. Compares items in sets of up to 5 by counting
	Count the number of objects in each category and with adult assistance display the number of objects in each category	Math	B. Quantitative Relations	1. Compares items in sets of up to 5 by counting
<b>MP. Measurement and Data - Mathematical Processes</b>				
Infant	Emerging			
Young Toddler	2.1 YT.MP Engage and persist when measuring and sorting objects	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	Begin to use size words	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Explore objects to determine size	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people and objects
	Explore measuring tools	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people and objects
	Fills and empties containers in the water table	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Put similar objects into piles	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	Begin to sort objects by size or shape (e.g., beads, blocks, counting bears) with teacher support	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes

	PA Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Older Toddler	2.1 OT.MP Use mathematical processes when measuring, organizing data	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	Engage in measurement activities	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
	Engage in activities that include organizing data	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
	Persist in measurement activities. (Reference AL.2 OT.C)	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people and objects
	Persist in activities that include organizing data. (Reference AL.4 OT.C)	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people and objects
	Problem-solving in activities that include organizing data. (Reference AL.4 OT.C)	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	When prompted, communicate thinking while engaged in measurement activities and organizing	Cognitive	E. Scientific Discovery	4.1 Communicates results of investigations
	Talk and listen to peers	Social-Emotional	D. Independent and Group Participation	1. Interacts appropriately with others during small group activities

## Scientific Thinking and Technology: Exploring, Scientific Inquiry, and Discovery

### 3.1 Biological Sciences

#### A. Living and Non-Living Organisms

##### 1. Common Characteristics of Life

Infant	3.1 I.A.1 Show interest in the natural world	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Reach for and move to objects and people	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Explore using all senses	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Observe basic caretaking of non-toxic plants and safe animals	Cognitive	E. Scientific Discovery	2.3 Makes observations
Young Toddler	3.1 YT.A.1 Explore the characteristics of living things	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Show interest in and respond to plants, animals, and people in the environment	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Explore using all senses	Cognitive	A. Sensory Exploration	1.2 Uses senses to explore
	Engage in basic caretaking of non-toxic plants and safe animals	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
Older Toddler	3.1 OT.A.1 Identify basic characteristics of some living and non-living things	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Use technology (e.g., magnifying glass, digital camera, light table) to observe and describe objects	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	Identify the external characteristics of living things. (e.g., size, shape, color, and texture of leaves or insects)	Cognitive	E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations
	Identify the external characteristics of non-living things. (e.g., size, shape, color, and texture of rocks and toys)	Cognitive	E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations
	Engage in activities to sort by living and non-living	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes

PA Standard		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>2. Energy Flow</b>				
Infant	Emerging			
Young Toddler	3.1 YT.A.2 Explore the basic needs of plants and animals	Cognitive	E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations
	Engage in basic caretaking of non-toxic plants and safe animals	Cognitive	E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations
Older Toddler	3.1 OT.A.2 Recognize that plants and animals have basic needs	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	Engage in basic caretaking of non-toxic plants and safe animals	Cognitive	E. Scientific Discovery	4.3 Shows awareness that manipulation of materials or processes prompted change in those materials or processes
	State that living things need food and water to survive	Cognitive	E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations
<b>3. Life Cycles</b>				
Infant	Emerging			
Young Toddler	Emerging			
Older Toddler	3.1 OT.A.3 Notice plants and animals growing and changing	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Ask questions about plants and animals growing and changing	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
	Observe and document the growth of a living thing through scribbles, drawings, and/or photos	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
		Literacy	E. Writing	3.4 Writes using “scribble writing”
	Describe changes in people and animals over time. (e.g., losing teeth, growing out of clothing, beans sprouting)	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Care for plants and animals in the classroom	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
<b>5. Form and Function</b>				
Infant	3.1 I.A.5 Explore parts of living things in their environment	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Explore own body parts	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Explore parts of other living things	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry

	PA Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Young Toddler	3.1 YT.A.5 Recognize parts of living things in their environment	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Point to basic body parts when asked	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Participate in simple body part games. (e.g., "Head, shoulder, Knees, and Toes")	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play with caregivers and/or peers
	Point to and match basic parts of plants and animals. (e.g., flower, leaf, tail)	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
Older Toddler	3.1 OT.A.5 Identify basic parts of living things	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Point to basic body parts when asked	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, and/or events
	Participate in simple body part games. (e.g., "Head, shoulder, Knees, and Toes")	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play with caregivers and/or peers
	Name basic parts of plants and animals. (e.g., flower, leaf, tail)	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, and/or events
	Name basic body parts	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, and/or events
	Include basic parts (e.g., head, flower) in drawing of people, animals, or plants	Literacy	E. Writing	2.1 Makes representational drawings
<b>9. Science as Inquiry</b>				
Infant	3.1 I.A.9 Participate in simple investigations of living and non-living things	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Use senses to explore	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Engage with adult-provided materials	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small group activities
	Observe living and non-living things in their environment	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry



	PA Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Young Toddler	3.1 YT.A.9 Participate in simple investigations to observe living and non-living things	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Use senses and simple equipment to explore	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Engage with adult-provided materials	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small group activities
	Observe living and non-living things in their environment	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Collect objects during a nature walk	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Point out objects of interest in the environment	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
Older Toddler	3.1 OT.A.9 Participate in simple investigation of living and non-living things to answer a question	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Ask questions about objects, organisms, and events	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
	Use the five senses and simple equipment to gather data	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Collect objects during a nature walk	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Describe observations	Cognitive	E. Scientific Discovery	4.1 Communicates results of investigations
<b>B. Genetics</b>				
<b>1 Heredity</b>				
Infant	3.1 I.B.1 Recognize self and family members	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names of people or pets
	Look at self in mirror	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Direct gaze to named person when asked. (e.g., look for family member when caregiver says, "Here's Mommy!")	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, and/or events
Young Toddler	3.1 YT.B.1 Recognize familiar animals and their babies	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, and/or events
	Point to adult and baby animals in pictures when asked	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names of people or pets
	Name a familiar animal when seen	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names of people or pets
	Match familiar animals to their babies	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes

	PA Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Older Toddler	3.1 OT.B.1 Notice similarities and differences between living things from the same species	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects and/or people using common attributes
	Identify characteristics of own family. (e.g., hair color, eye color, and height)	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects and/or people using common attributes
	Match parents animal with offspring	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	Identify characteristics of animals from the same species. (e.g., color, size)	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
<b>6. Science as Inquiry</b>				
Infant	3.1 I.B.6 Participate in simple investigations of physical characteristics of living things	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Use senses to explore	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Engage with adult-provided materials	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small group activities
	Observe living things in their environment	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
Young Toddler	3.1 YT.B.6 Participate in simple investigations to observe physical characteristics of living things	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Use senses and simple equipment to explore	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
		Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	Engage with adult-provided materials	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small group activities
	Observe living things in their environment	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Participate in nature walks to observe living things	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Point out living things in the environment	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings

	PA Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Older Toddler	3.1 OT.B.6 Participate in simple investigations of physical characteristics of living things from same species to answer a question	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Ask questions about the physical characteristics of living things from the same species	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
	Use the five senses and simple equipment to gather data	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Collect observations of living things during a nature walk	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Describe observations	Cognitive	E. Scientific Discovery	4.1 Communicates results of investigations
<b>C. Evolution</b>				
<b>3. Unifying Themes (Constancy and Change)</b>				
Infant	Emerging			
Young Toddler	Emerging			
Older Toddler	3.1 OT.C.3 Notice changes that occur in animals	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Talk about changes that occur in animals during the seasons	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
<b>4. Science as Inquiry</b>				
Infant	Emerging			
Young Toddler	Emerging			
Older Toddler	3.1 OT.C.4 Participate in simple investigations of changes that occur in animals	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Ask questions about changes that occur in animals	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
	Use the five senses and simple equipment to gather data	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Observe during a nature walk	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Describe observations	Cognitive	E. Scientific Discovery	4.1 Communicates results of investigations

## 3.2 Physical Sciences

## A. Chemistry

## 1. Properties of Matter

Infant	3.2 I.A.1 Explore objects with varying characteristics	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Use senses to explore objects	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Explore objects of varying sizes	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Explore objects of varying sizes	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Explore objects of varying shapes	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Explore objects of varying texture	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Explore objects of varying colors	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Young Toddler	3.2 YT.A.1 Engage with objects to learn about their characteristics	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Use senses to explore objects	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Explore objects of varying sizes	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Explore objects of varying shapes	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Explore objects of varying texture	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Explore objects of varying colors	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Participate in teacher-led exploration of matter. (e.g., water and sensory play, explore novel objects introduced into classroom)	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small group activities

PA Standard		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Older Toddler	3.2 OT.A.1 Describe objects by their characteristics	Social-Communication	D. Social Use of Language	2.2 Describes objects; people; and past, present, and future events as part of social exchange
	Use senses to explore objects	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Explore objects of varying sizes	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Explore objects of varying shapes	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Explore objects of varying textures	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Explore objects of varying colors	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Participate in teacher-led exploration of matter. (e.g., water and sensory play, explore novel objects introduced into classroom)	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small group activities
	Collect and sort objects according to characteristics	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
<b>3. Matter and Energy</b>				
Infant	3.2 I.A.3 Observe activities involving changes in matter	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Observe adult combining materials to make a new substance. (e.g., cooking, making volcano, mixing paint colors)	Cognitive	E. Scientific Discovery	3.2. Manipulates materials to cause change
	Observe differences in water. (e.g., ice cube or snow melting and freezing)	Cognitive	E. Scientific Discovery	3.2. Manipulates materials to cause change
	Observe changes in solid materials. (e.g., crayon melting)	Cognitive	E. Scientific Discovery	3.2. Manipulates materials to cause change
Young Toddler	3.2 YT.A.3 Engage in activities involving changes in matter	Cognitive	E. Scientific Discovery	3.2. Manipulates materials to cause change
	Combine materials to make a new substance. (e.g., mix paint color, mix water and soil)	Cognitive	E. Scientific Discovery	3.2. Manipulates materials to cause change
	Participate in teacher-led cooking activities	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Observe differences in water. (e.g., an ice cube or snow melting and freezing)	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Observe changes in solid materials. (e.g., crayon melting)	Cognitive	E. Scientific Discovery	4.2 Demonstrates knowledge of properties of the change resulting from investigations

	PA Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Older Toddler	3.2 OT.A.3 Notice changes in matter	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Combine materials to make a new substance (e.g., mix paint color, mix water and soil) and describe the result	Cognitive	E. Scientific Discovery	3.2. Manipulates materials to cause change
	Point out when a change in matter occurs	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Discuss changes in water. (e.g., an ice cube or snow melting and freezing)	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Describe changes in food substances during cooking	Cognitive	E. Scientific Discovery	2.3 Makes observations
<b>6. Science as Inquiry</b>				
Infant	3.2 I.A.6 Participate in simple investigations of matter	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Use senses to explore objects	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Explore objects of varying sizes	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Explore objects of varying shapes	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Explore objects of varying textures	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Explore objects of varying colors	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Engage with adult-provided materials	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small group activities
Young Toddler	3.2 YT.A.6 Participate in simple investigations to observe changes in matter	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Use senses and simple equipment to explore objects	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Explore objects of varying sizes	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Explore objects of varying shapes	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Explore objects of varying textures	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Explore objects of varying colors	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Participate in teacher-led exploration of matter (e.g., water and sensory play, explore novel objects introduced into classroom)	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small group activities

	PA Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Older Toddler	3.2 OT.A.6 Participate in simple investigations of matter to answer a question	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Ask questions about matter	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
	Use the five senses and simple equipment to gather data	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Collect and sort objects according to characteristics	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	Describe observations	Cognitive	E. Scientific Discovery	4.2 Demonstrates knowledge of properties of the change resulting from investigations
<b>B. Physics</b>				
<b>1. Forces and Motion of Practices and Rigid Bodies</b>				
Infant	3.2 I.B.1 Explore the motion of objects	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Recognize that objects can be moved	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Act upon objects to make them move in various ways	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Participate in teacher-led activities involving moving objects	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small group activities
Young Toddler	3.2 YT.B.1 Recognize and explore how objects move	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Recognize that objects can be moved	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Act upon objects to make them move in various ways	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	Participate in teacher-led activities involving moving objects	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small group activities

	PA Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Older Toddler	3.2 OT.B.1 Communicate about motion of objects	Social-Communication	D. Independent and Group Participation	2. Provides and seeks information while conversing with others using words, phrases, or sentences
	Recognize that objects can be moved	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Act upon objects to make them move in various ways	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Participate in teacher-led activities involving moving objects	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small group activities
	Comment about the motion of a variety of objects during play	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Use words related to motion. (e.g., fast, slow)	Cognitive	E. Scientific Discovery	4.2 Demonstrates knowledge of properties of the change resulting from investigations
	Participate in discussions about the motion of objects	Cognitive	E. Scientific Discovery	4.2 Demonstrates knowledge of properties of the change resulting from investigations

## 5. Nature of Waves (Sound and Light Energy)

Infant	3.2 I.B.5 Respond to sounds in the environment	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
Young Toddler	3.2 YT.B.5 Identify and imitate familiar sounds in the environment	Cognitive	B. Imitation and Memory	2.2 Imitates familiar vocalization
Older Toddler	3.2 OT.B.5 Categorize familiar sounds	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects and/or people using common attributes

## 7. Science as Inquiry

Infant	3.2 I.B.7 Participate in simple investigations of motion and sound	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people and objects
	Use senses to explore the motion and sound of objects	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Explore the motion of objects with varying sizes	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Explore the motion of objects with varying shapes	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Explore the motion of objects with varying weights	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Engage with adult-provided materials	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small group activities



	PA Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Young Toddler	3.2 YT.B.7 Participate in simple investigations to observe motion and sound	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people and objects
	Use senses to explore the motion and sound of objects	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Explore the motion of objects with varying sizes	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people and objects
	Explore the motion of objects with varying shapes	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people and objects
	Explore the motion of objects with varying weights	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people and objects
	Engage with adult-provided materials	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small group activities
	Participate in teacher-led exploration of motion and sound. (e.g., ramp and ball experiments, sound bingo)	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small group activities
Older Toddler	3.2 OT.B.7 Participate in simple investigations of motion and sound to answer a question	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Ask questions about motion and sound	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
		Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	Use the five senses and simple equipment to gather data	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
		Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	Describe observations	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
	Participate in teacher-led exploration of motion and sound. (e.g., ramp and ball experiments, sound bingo, sound comparisons)	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small group activities

### 3.3 Earth and Space Science

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

##### 1. Earth Features and the Processes that Change Them

Infant	3.3 I.A.1 Explore earth materials	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Use senses to explore earth materials	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Explore a variety of earth materials. (e.g., large rocks, soil, wood)	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
Young Toddler	3.3 YT.A.1 Engage with earth materials	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Use senses and simple tools to explore earth materials	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Explore a variety of earth materials. (e.g., large rocks, soil, wood, minerals)	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Participate in teacher-led activities. (e.g., sorting rocks, mixing water and soil)	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small group activities
Older Toddler	3.3 OT.A.1 Describe earth materials	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Use senses and simple tools to explore earth materials	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Explore a variety of earth materials. (e.g., large rocks, soil, wood, minerals)	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Participate in teacher-led activities. (e.g., sorting rocks, mixing water and soil, gardening)	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small group activities
	Use simple scientific vocabulary to label earth minerals. (e.g., rock, stone, soil, dirt)	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Answer questions about observations of earth matter	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings

PA Standard		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>4. Water</b>				
Infant	3.3 I.A.4 Explore water	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Use senses and simple tools to explore water	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
Young Toddler	3.3 Y.T.A.4 Engage with water	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Use senses and simple tools to explore water	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Participate in teacher-led activities. (e.g., watering plants; filling fish tank; washing hands, sponges, and water)	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small group activities
Older Toddler	3.3 O.T.A.4 Discuss basic uses of water	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Use senses and simple tools to explore water	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Participate in teacher-led activities. (e.g., watering plants; filling fish tank; washing hands, sponges, and water)	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small group activities
	Use simple scientific vocabulary to label water. (e.g., wet, sink, float, warm, cold)	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Answer questions about observations of water	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
<b>5. Weather and Climate</b>				
Infant	3.3 I.A.5 Observe weather conditions	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	Respond to weather. (e.g., point to or move to window when raining or snowing)	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Use senses to observe weather conditions	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
Young Toddler	3.3 Y.T.A.5 Observe and begin to label weather conditions	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Respond to weather. (e.g., point to or move to window when raining or snowing, notice puddles)	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Use senses to observe weather conditions	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Use simple words or signs to label weather. (e.g., sun, snow, rain, cloud)	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings

	PA Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Older Toddler	3.3 OT.A.5 Describe changes in weather conditions, and discuss how weather affects daily life	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Respond to weather. (e.g., point to or move to window when raining or snowing, notice puddles)	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Use senses to observe weather conditions	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Use words or signs to label weather. (e.g., sun, snow, rain, cloud)	Cognitive	E. Scientific Discovery	4.2 Demonstrates knowledge of properties of the change resulting from investigations
	Name the four seasons and an observable condition for that season. (e.g., falling leaves, snow, rain, buds on trees or green grass)	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Match types of clothing or activities to seasonal weather conditions. (e.g., we use an umbrella when it is raining; we wear coats, hats, scarves, and mittens when it's cold outside)	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
<b>7. Science as Inquiry</b>				
Infant	3.3 I.A.7 Participate in simple investigations of earth materials, processes, and cycles	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Use senses to explore earth materials, processes, and cycles	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
Young Toddler	3.3 YT.A.7 Participate in simple investigations of earth materials, processes, and cycles	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Use senses to explore earth materials, processes, and cycles	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Engage with adult-provided materials	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	Participate in teacher-led exploration of earth materials, processes, and cycles	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small group activities
Older Toddler	3.3 OT.A.7 Participate in simple investigations of earth materials, processes, and cycles to answer a question	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Ask questions about earth materials, processes, and cycles	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
	Use the five senses and simple equipment to gather data	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Describe observations	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Participate in teacher-led exploration of earth materials, processes, and cycles	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small group activities

## Environment and Ecology

### 4.1 Ecology

#### A. The Environment

Infant	4.1 I.A Show interest in the environment	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Reach for and move to objects and people	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Explore using all senses	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Observe basic caretaking of non-toxic plants and safe animals	Cognitive	E. Scientific Discovery	2.1 Uses sensory means to explore people, animals, and objects
Young Toddler	4.1 YT.A Explore the characteristics of living and non-living things	Cognitive	E. Scientific Discovery	2.1 Uses sensory means to explore people, animals, and objects
	Show interest in and respond to plants, animals, and people, and man-made objects in the environment	Cognitive	E. Scientific Discovery	2.1 Uses sensory means to explore people, animals, and objects
	Explore using all senses	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Engage in basic caretaking of non-toxic plants and safe animals	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
Older Toddler	4.1 OT.A Identify basic characteristics of some living and non-living things	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Use technology (e.g., magnifying glass, digital camera, light table) to observe and describe objects	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	Identify the external characteristics of living things. (e.g., size, shape, color, and texture of leaves or insects)	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Identify the external characteristics of non-living things. (e.g., size, shape, color, and texture of rocks and toys)	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Engage in activities to sort by living and non-living	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes

PA Standard		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>D. Biodiversity</b>				
Infant	Emerging			
Young Toddler	4.1 YT.D Explore the basic needs of plants and animals	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
Older Toddler	4.1 OT.D Recognize that plants and animals have basic needs	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
<b>E. Succession</b>				
Infant	4.1 I.E Observe weather conditions	Cognitive	E. Scientific Discovery	2.3 Makes observations
Young Toddler	4.1 YT.A Observe and begin to label weather conditions	Cognitive	E. Scientific Discovery	2.3 Makes observations
		Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
Older Toddler	4.1 OT.E Describe changes in weather conditions, and discuss how weather affects daily life	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
<b>4.2 Watersheds and Wetlands</b>				
<b>A. Watersheds</b>				
Infant	Emerging			
Young Toddler	Emerging			
Older Toddler	4.2 OT.A Participate in discussions about water in the environment	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	Name basic bodies of water. (e.g., rivers, lakes, streams, creeks, puddles)	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Recognize differences in types of water. (e.g., moving versus still)	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
<b>C. Aquatic Ecosystem</b>				
Infant	Emerging			
Young Toddler	Emerging			

PA Standard		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Older Toddler	4.2 OT.C Discuss different places animals can live	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Match animals to an aquatic (water) or terrestrial (land) habitat	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	Participate in discussions about animals that live in various places	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
	Engage in various media (e.g., posters, books, digital media) showcasing different places animals can live	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
<b>4.3 Agriculture and Society</b>				
<b>A. Food and Fiber Systems</b>				
Infant	Emerging			
Young Toddler	4.3 YT.A Explore the basic needs of plants and animals	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
Older Toddler	4.3 OT.A Recognize that plants and animals have basic needs	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
<b>C. Applying Sciences to Agriculture</b>				
Infant	Emerging			
Young Toddler	Emerging			
Older Toddler	4.4 OT.C Notice plants and animals growing and changing	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
<b>D. Technology Influences on Agriculture</b>				
Infant	4.3 I.D Observe basic gardening tools being used	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Observe adults engaged in gardening	Cognitive	E. Scientific Discovery	2.3 Makes observations
	With adults assistance, engage with child-sized garden tools	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	Listen to simple discussions about gardening. (e.g., on a nature walk)	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult

PA Standard		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Young Toddler	4.3 YT.D Imitate the use of basic gardening tools	Cognitive	B. Imitation and Memory	1.1 Imitates novel simple motor action not already in repertoire
	Observe and imitate adult engaged in gardening	Cognitive	B. Imitation and Memory	1.1 Imitates novel simple motor action not already in repertoire
	With adults assistance, engage with child-sized garden tools	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
	Listen to simple discussions about gardening. (e.g., on a nature walk)	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
Older Toddler	4.3 OT.D Label basic garden tools	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
	Communicate about gardening	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
	Use basic, child-size gardening tools	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Listen to simple discussions about gardening. (e.g., on a nature walk)	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
<b>4.4 Humans and the Environment</b>				
<b>A. Sustainability</b>				
Infant	Emerging			
Young Toddler	Emerging			
Older Toddler	4.4 OT.A Communicate about the basic needs of people	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
	Label human needs. (e.g., food, water, home, clothing)	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
<b>B. Integrated Pest Management</b>				
Infant	Emerging			
Young Toddler	Emerging			
	4.4 OT.B Communicate about insects and animals that can be harmful	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences



	PA Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Older Toddler	Recognize and avoid unsafe insects and animals within the immediate natural environment	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Discuss insects and animals that could be harmful; share personal experience when relevant	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
<b>D. Waste Management</b>				
Infant	Emerging			
Young Toddler	4.4 YT.D Use appropriate trash receptacles	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Imitate the disposing of waste	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
Older Toddler	4.4 OT.D Communicate about and use appropriate trash receptacles	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
	Participate in discussions about ways people pollute the environment	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
	Participate in discussions about appropriate disposal of waste	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
	Attempt to sort waste into those things that can be recycled and those things that cannot	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attributes
	Practice recycling as part of routine	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
<b>15.4 Computer and Information Technology</b>				
<b>A. Influence of Emerging Technologies</b>				
Infant	15.4 I.A Imitate use of various technologies in play	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	Observe use of technology. (e.g., telephone, cell phone, computer, camera, tablet)	Fine Motor	D. Use of Electronic Devices	1. Uses finger to interact with electronic device
	Use technology props (e.g., old cell phones, toy or real cameras, computer keyboard) in play	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play

	PA Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Young Toddler	15.4 YT.A Imitate use of various technologies in play	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Observe use of technology. (e.g., telephone, cell phone, computer, camera, tablet)	Fine Motor	D. Use of Electronic Devices	1. Uses finger to interact with electronic device
	Use technology as props (e.g., old cell phones, toy or real cameras, computer keyboard) in play	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
Older Toddler	15.4 OT.A Communicate about technology in their environment	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
	Observe use of technology. (e.g., telephone, cell phone, computer, camera, tablet)	Fine Motor	D. Use of Electronic Devices	1. Uses finger to interact with electronic device
	Use technology props (e.g., old cell phones, toy or real cameras, computer keyboard) in play	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Label technology with appropriate vocabulary when using or shown. (e.g., telephone, cell phone, computer, TV, camera, tablet)	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
	Discuss personal experiences with technology	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
<b>M. Emerging Technologies in Careers</b>				
Infant	15.4 I.M Explore pictures and objects that represent workplace technologies	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Explore medical equipment and materials	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Play with real or model medical equipment. (e.g., stethoscope, blood pressure cuff)	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Explore transportation vehicles	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Explore simple construction tools and vehicles	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects

	PA Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Young Toddler	15.4 YT.M Engage with objects that represent workplace technologies	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Use simple workplace technologies for intended purpose. (e.g., hold stethoscope to teddy bear's heart, use hammer to pound peg into pegboard, fill a dump truck)	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Explore medical equipment and materials	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Play with real or model medical equipment. (e.g., stethoscope, blood pressure cuff)	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Explore simple construction tools and vehicles	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
Older Toddler	15.4 OT.M Communicate about workplace technologies and their uses	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
	Use simple workplace technologies for intended purpose. (e.g., hold stethoscope to teddy bear's heart, use hammer to pound peg into pegboard, fill a dump truck)	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Identify the types of tools and materials used in construction	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, and/or events
	Talk about various types of vehicles used in the workplace. (e.g., construction vehicles, fire-fighting vehicles, boats, airplanes)	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, and/or events
		Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
	Ask and answer questions about workplace technologies and their uses	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
	Match workplace technology to worker	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, and/or events

## Social Studies Thinking: Connecting to Communities

### Civics and Government

#### 5.1 Principles and Documents of Government

##### A. Rule of Law

Infant	5.1 I.A Respond to adult guidance about behavior	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
Young Toddler	5.1 YT.A Demonstrate basic understanding of rules	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
Older Toddler	5.1 OT.A Follow basic rules	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments

#### 5.2 Rights and Responsibilities of Citizenship

##### A. Civic Rights and Responsibilities

Infant	Emerging			
Young Toddler	5.2 YT.A Demonstrate sense of belonging to a group such as a class or family	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	Point to pictures of family members	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, and/or events
	Follow the established daily routine	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	Demonstrate familiarity with people and settings. (e.g., upon arrival walk to their classroom, place belongings in personal space)	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine

	PA Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Older Toddler	5.2 OT.A Communicate a sense of belonging to a group such as a class or family	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
	Talk about family members	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
	Participate in decision-making	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
	Identify self in relationship to others in a group. (e.g., brother, sister, son, daughter, friend)	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
	Talk about things the family does together	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
	Talk about things the class does together	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
<b>B. Conflict and Resolution</b>				
Infant	5.2 I.B Express emotion relating to a conflict	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
		Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
Young Toddler	5.2 YT.B Express emotion relating to a conflict	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
		Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
Older Toddler	5.2 OT.B Communicate about a conflict and seek help to solve	Cognitive	D. Reasoning	3.1 Evaluates common solutions to solve problems/reach goals
<b>C. Government Services</b>				
Infant	5.2 I.C Explore costumes and props that represent community workers	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Play with real or model equipment. (e.g., stethoscope, blood pressure cuff, fire hose, play workbench)	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Engage in dress-up play	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play

	PA Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Young Toddler	5.2 YT.C Engage with costumes and props that represent community workers	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Use costumes and props of community workers for intended purpose. (e.g., hold stethoscope to teddy bear's heart, use hammer to pound peg into pegboard, fill a dump truck)	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Engage in dress-up play	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
Older Toddler	5.2 OT.C Recognize community workers through their uniforms and equipment	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, and/or events
	Use costumes and props of community workers for intended purpose. (e.g., hold stethoscope to teddy bear's heart, use hammer to pound peg into pegboard, fill a dump truck)	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Engage in dress up play	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Identify the types of equipment and materials community workers use	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names of people or pets
	Ask and answer questions about community workers and their roles	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
	Match workplace equipment and uniform to worker	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
	Label community workers in their neighborhood	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
<b>Economics</b>				
<b>6.1 Scarcity and Choice</b>				
<b>D. Incentives and Choice</b>				
Infant	6.1 I.D Demonstrate preference for specific objects and people	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
Young Toddler	6.1 YT.D Make simple choices	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences

	PA Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Older Toddler	6.1 OT.D Communicate about a choice based on individual interest	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Make a choice and explain the reason for the choice	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
<b>6.3 Functions of Government</b>				
<b>D. Government's Role in International Trade</b>				
Infant	Emerging			
Young Toddler	Emerging			
Older Toddler	6.3 OT.D Communicate about products produced locally	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
	Talk about products that can be found around their homes	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
	Ask and answer questions about items that come from farms, factories, and/or businesses within the community	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
<b>6.5 Income, Profit, and Wealth</b>				
<b>C. Types of Business</b>				
Infant	Emerging			
Young Toddler	Emerging			
Older Toddler	6.5 OT.C Communicate about local businesses	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
	Ask and answer questions about local businesses	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
	Act on play scenarios that relate to local businesses. (e.g., getting haircut, pet, school, farmer's market)	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play

PA Standard		AEPS-3 Area		AEPS-3 Strand	AEPS-3 Items
Geography					
7.1 Basic Geographic Literacy					
A. Geographic Tools					
Infant	Emerging				
Young Toddler	Emerging				
Older Toddler	7.1 OT.A Use maps in play	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play	
	Follow a pathway or roadway on a large car mat	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play	
	Follow a teacher-made map. (e.g., locate something in the environment, follow a course)	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play	
	Ask and answer questions about maps	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences	
7.2 Physical Characteristics of Places and Regions					
A. Physical Characteristics					
Infant	Emerging				
Young Toddler	Emerging				
Older Toddler	7.2 OT.A Describe the characteristics of home to gain understanding pf physical features	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences	
	Identify the characteristics of one's home. (e.g., door color, exterior type, type of home)	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences	
	Describe the locations and uses of important areas within the home	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences	
	Identify the room in which certain items might be found	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences	



PA Standard		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
History				
8.1 Historical Analysis and Skills Development				
A. Continuity and Change Over Time				
Infant	8.1 I.A Anticipate next step of a familiar routine or activity	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
Young Toddler	8.1 YT.A Know the sequence of familiar routines	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
Older Toddler	8.1 OT.A Identify and complete the sequence of familiar routines and tasks	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults

## Creative Thinking and Expression: Communicating Through the Arts

### 9.1.M Production and Performance - Music and Movement

#### A. Elements and Principles

Infant	Emerging			
Young Toddler	9.1.M YT.A Demonstrate an understanding of basic elements of music and movement	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Explore rhythm instruments	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Participate in teacher-guided music and movement activities	Social-Emotional	D. Independent and Group Participation	1.2 Responds appropriately to directions during small group activities
	Demonstrate understanding of fast, slow, loud, and soft	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
Older Toddler	9.1.M OT.A Know and use basic elements of music and movement	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Explore rhythm instruments	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Use rhythm instruments as intended	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people and objects
	Participate in teacher-guided music and movement activities	Social-Emotional	D. Independent and Group Participation	1.2 Responds appropriately to directions during small group activities
	Demonstrate understanding of fast, slow, loud, and soft	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation

#### B. Demonstration

Infant	9.1.M I.B Respond to music	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Respond to a variety of music types, including culturally diverse music	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Turn hear to source of music	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	React to music with body movements	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation

	PA Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Young Toddler	9.1.M YT.B Respond to music	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Respond to a variety of music types, including culturally diverse music	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Turn hear to source of music	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	React to music with body movements. (e.g., move, dance, clap, sway: movements may not match rhythm)	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Use props in response to music. (e.g., scarves, instruments, ribbons)	Social-Emotional	D. Independent and Group Participation	2.1 Interacts appropriately with materials during large group activities
	Attempt to sing a familiar melodic pattern	Cognitive	B. Imitation and Memory	2.2 Imitates familiar vocalization
	Attempt to imitate music patterns using available materials	Cognitive	B. Imitation and Memory	2.2 Imitates familiar vocalization
Older Toddler	9.1.M OT.B Respond to and communicate about music	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Respond to a variety of music types, including culturally diverse music	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Request favorite types of music	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Sing songs in recognizable ways	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	React to music with increasingly coordinated body movements. (e.g., move, dance, clap, sway: movements may not match rhythm)	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Use props in response to music. (e.g., scarves, instruments, ribbons)	Social-Emotional	D. Independent and Group Participation	2.1 Interacts appropriately with materials during large group activities
	Attempt to imitate music patterns and dance movements	Cognitive	B. Imitation and Memory	1.1 Imitates novel simple motor action not already in repertoire
	Participate in group music activities for short periods of time	Social-Emotional	D. Independent and Group Participation	2.1 Interacts appropriately with materials during large group activities
	Indicate likes and dislikes in regard to music	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences

PA Standard		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>E. Representation</b>				
Infant	9.1.M I.E Express self through music and dance	Social-Communication	A. Early Social Communication	4.3 Expresses desire to continue activity
	Respond to a variety of music types, including culturally diverse music	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Turn hear to source of music	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	React to music with body movements	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
Young Toddler	9.1.M YT.E Respond to music and dance	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Respond to a variety of music types, including culturally diverse music	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Turn hear to source of music	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	React to music with body movements. (e.g., move, dance, clap, sway: movements may not match rhythm)	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Use props in response to music. (e.g., scarves, instruments, ribbons)	Social-Emotional	D. Independent and Group Participation	2.1 Interacts appropriately with materials during large group activities
	Attempt to sing a familiar melodic pattern	Cognitive	B. Imitation and Memory	2.2 Imitates familiar vocalization
	Attempt to imitate music patterns using available materials	Cognitive	B. Imitation and Memory	2.2 Imitates familiar vocalization
Older Toddler	9.1.M OT.E Respond to and communicate about music and dance	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Respond to a variety of music types, including culturally diverse music	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Request favorite types of music	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Sing songs in recognizable ways	Cognitive	B. Imitation and Memory	2.2 Imitates familiar vocalization
	React to music with increasingly coordinated body movements. (e.g., move, dance, clap, sway: movements may not match rhythm)	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Use props in response to music. (e.g., scarves, instruments, ribbons)	Social-Emotional	D. Independent and Group Participation	2.1 Interacts appropriately with materials during large group activities
	Attempt to imitate music patterns and dance movements	Cognitive	B. Imitation and Memory	1.1 Imitates novel simple motor action not already in repertoire
	Participate in group music activities for short periods of time	Social-Emotional	D. Independent and Group Participation	2.1 Interacts appropriately with materials during large group activities
	Indicate likes and dislikes in regard to music	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences

PA Standard		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>J. Technologies</b>				
Infant	9.1.M I.J Use technologies for producing music	Fine Motor	D. Use of Electronic Devices	1. Uses finger to interact with electronic device
	Explore musical instruments, including those which are culturally diverse	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Use a variety of props to respond to music. (e.g., scarves, ribbons, bean bags)	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Young Toddler	9.1.M YT.J Use a variety of technologies for producing music or performing movements	Fine Motor	D. Use of Electronic Devices	1. Uses finger to interact with electronic device
	Explore musical instruments, including those which are culturally diverse	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Use a variety of props to respond to music. (e.g., scarves, ribbons, bean bags)	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Attempt to imitate music patterns using musical instruments	Cognitive	B. Imitation and Memory	1.1 Imitates novel simple motor action not already in repertoire
Older Toddler	9.1.M OT.J Use a variety of technologies for producing music or performing movements	Fine Motor	D. Use of Electronic Devices	1. Uses finger to interact with electronic device
	Explore musical instruments, including those which are culturally diverse	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Use instruments to accompany music	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Use instruments as intended	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	Use a variety of props to respond to music. (e.g., scarves, ribbons, bean bags)	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	Attempt to imitate music patterns using musical instruments	Cognitive	B. Imitation and Memory	1.1 Imitates novel simple motor action not already in repertoire
<b>9.1.D Production and Performance - Dramatic and Performance Play</b>				
<b>B. Demonstration</b>				
Infant	9.1.D I.B Act out familiar scenarios	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Imitate familiar actions in play. (e.g., hold phone to ear, stir using spoon, use cups and plates to serve pretend meal)	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play

	PA Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Young Toddler	9.1.D YT.B Act out familiar scenarios using objects with intended purpose	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Imitate familiar actions in play. (e.g., hold phone to ear, stir using spoon, use cups and plates to serve pretend meal)	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Use objects for intended purpose during play	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
Older Toddler	9.1.D OT.B Explore real or make-believe scenarios through dramatic play	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Imitate familiar actions in play. (e.g., hold phone to ear, stir using spoon, use cups and plates to serve pretend meal)	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Use objects for intended purpose during play	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Use one object to represent another object during play	Cognitive	C. Conceptual Knowledge	2. Uses object to represent another object
	Create own dramatic play scenarios	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Act out experiences that are new or unknown. (e.g., dentist)	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Pretend to be a person or animal	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
<b>E. Representation</b>				
Infant	Emerging			
Young Toddler	Emerging			

	PA Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Older Toddler	9.1.D OT.E Use imagination and creativity to express self through dramatic play	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Imitate and repeat voice inflections and facial expressions to entertain others	Cognitive	B. Imitation and Memory	2.1 Imitates novel vocalizations
	Use non-conforming objects to create representations of real-life objects or activities	Cognitive	C. Conceptual Knowledge	2. Uses object to represent another object
	Represent fantasy and real-life experiences through pretend play	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Imitate roles of people, animals, or objects observed in life experiences	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Use props and costumes during dramatic play	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Ask others to watch a performance	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
<b>9.1.V Production and Performance - Visual Arts</b>				
<b>A. Elements and Principles</b>				
Infant	Emerging			
Young Toddler	9.1.V YT.A Demonstrate an understanding of basic elements of visual arts	Literacy	E. Writing	1.2 Verbally labels representational drawings
	Participate in teacher-guided visual art activities	Social-Emotional	D. Independent and Group Participation	2.1 Interacts appropriately with materials during large group activities
	Demonstrate an understanding of color	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attributes
	Create a picture using different colors	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Combine colors	Cognitive	E. Scientific Discovery	3.2. Manipulates materials to cause change
	Explore a variety of art materials	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects

	PA Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Older Toddler	9.1.V OT.A Know and use basic elements of visual arts	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Participate in teacher-guided visual art activities	Social-Emotional	D. Independent and Group Participation	2.1 Interacts appropriately with materials during large group activities
	Communicate about art, demonstrating an understanding of color and shape	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
	Create a picture using different colors	Cognitive	E. Scientific Discovery	3.2. Manipulates materials to cause change
	Combine colors	Cognitive	E. Scientific Discovery	3.2. Manipulates materials to cause change
	Explore a variety of art materials	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Use an art materials as intended	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
<b>B. Demonstration</b>				
Infant	9.1.V I.B Combine a variety of materials to engage in the process of art	Cognitive	E. Scientific Discovery	3.2. Manipulates materials to cause change
	Participate in teacher-guided art activities	Social-Emotional	D. Independent and Group Participation	2.1 Interacts appropriately with materials during large group activities
	Use a variety of non-toxic materials. (e.g., paint, crayons, markers, wood, play dough)	Cognitive	E. Scientific Discovery	3.2. Manipulates materials to cause change
Young Toddler	9.1.V YT.B Combine a variety of materials to engage in the process of art	Cognitive	E. Scientific Discovery	3.2. Manipulates materials to cause change
	Participate in teacher-guided art activities	Social-Emotional	D. Independent and Group Participation	2.1 Interacts appropriately with materials during large group activities
	Use a variety of non-toxic materials. (e.g., paint, crayons, markers, wood, play dough)	Cognitive	E. Scientific Discovery	3.2. Manipulates materials to cause change
	Demonstrate increased control of art technologies	Literacy	E. Writing	2. Writes and draws for a variety of purposes



	PA Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Older Toddler	9.1.V OT.B Combine a variety of materials to engage in the process of art	Cognitive	E. Scientific Discovery	3.2. Manipulates materials to cause change
	Participate in teacher-guided art activities	Social-Emotional	D. Independent and Group Participation	2.1 Interacts appropriately with materials during large group activities
	Use a variety of non-toxic materials. (e.g., paint, crayons, markers, wood, play dough, plastic safety scissors, stampers, rubbing plates)	Cognitive	E. Scientific Discovery	3.2. Manipulates materials to cause change
	Demonstrate increased control of art technologies	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Initiate independent works of art	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
<b>E. Representation</b>				
Infant	Emerging			
Young Toddler	Emerging			
Older Toddler	9.1.V OT.E Use imagination and creativity to express self through the process of art	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Initiate art activities	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Participate[ate in teacher-guided visual art activities	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small group activities
	Select art materials during free choice	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Draw simple pictures to represent something	Literacy	E. Writing	2.1 Makes representational drawings
	Attempt to draw self-portrait	Literacy	E. Writing	2.1 Makes representational drawings
	Create basic shapes	Literacy	E. Writing	2.1 Makes representational drawings
	Label own creations	Literacy	E. Writing	1.1 Dictates description of drawing
<b>J. Technologies</b>				
Infant	9.1.V I.J Use technologies in the process of creating art	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Explore a variety of tools and non-toxic art materials, including those which are culturally diverse	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Participate in teacher-guided visual art activities	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small group activities
	Manipulate materials in a variety of ways. (e.g., pounding, squeezing, poking)	Cognitive	E. Scientific Discovery	3.2. Manipulates materials to cause change

	PA Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Young Toddler	9.1.V YT.J Use a variety of technologies in the process of creating art	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Explore a variety of tools and non-toxic art materials, including those which are culturally diverse	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Participate in teacher-guided visual art activities	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small group activities
	Manipulate materials in a variety of ways. (e.g., pounding, squeezing, poking)	Cognitive	E. Scientific Discovery	3.2. Manipulates materials to cause change
Older Toddler	9.1.V OT.J Use a variety of technologies in the process of creating art	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Explore a variety of tools and non-toxic art materials, including those which are culturally diverse	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Participate in teacher-guided visual art activities	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small group activities
	Manipulate materials in a variety of ways. (e.g., pounding, squeezing, rolling, tearing, poking)	Cognitive	E. Scientific Discovery	3.2. Manipulates materials to cause change
	Use art materials and tools as intended	Cognitive	E. Scientific Discovery	3.2. Manipulates materials to cause change
9.3 Critical Response to Works in the Arts				
F. Identification				
Infant	9.3 I.F Explore a variety of art forms	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Recognize and point to familiar objects or persons in photos or books	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, and/or events
	Engage with photographs and paintings	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Engage in tactile art experiences	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Engage with music	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Participate in teacher-guided music and movement activities	Social-Emotional	D. Independent and Group Participation	2.3 Remains with group during large group activities

	PA Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Young Toddler	9.3 YT.F Engage with a variety of art forms	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Engage with photographs and paintings	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Engage in tactile art experiences	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Engage with music	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Participate in teacher-guided music and movement activities	Social-Emotional	D. Independent and Group Participation	2.3 Remains with group during large group activities
Older Toddler	9.3 OT.F Communicate about a variety of art forms	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
	Describe photographs and paintings	Social-Communication	D. Social Use of Language	2.2 Describes objects; people; and past, present, and future events as part of social exchange
	Engage in tactile art experiences	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Communicate about the specific tools needed to preform a specific type of art. (e.g., "I need crayons.")	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
	Engage with music	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Participate in teacher-guided music and movement activities	Social-Emotional	D. Independent and Group Participation	2.3 Remains with group during large group activities
	Communicate likes and dislikes	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
	Answer questions about different are forms	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences

PA Standard		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>G. Critical Response</b>				
Infant	9.3 I.G Response to various art forms	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Gaze at or point to a picture, painting, or photo	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Respond to a variety of music types, including culturally diverse music	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Turn hear to source of music	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	React to music with body movements	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
Young Toddler	9.3 YT.G Show interest in others' artistic expressions	Social-Communication	B. Communicative Understanding	1.2 Looks toward object
	Intentionally look at displayed pictures	Social-Communication	B. Communicative Understanding	1.2 Looks toward object
	Watch others dance	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
	Imitate the artistic actions of others. (e.g., copy dance moves, choose a similar art tool after observing peer use)	Cognitive	A. Sensory Exploration	1.1 Imitates novel simple motor action not already in repertoire
Older Toddler	9.3 OT.G Comment on characteristics of others' artistic expressions	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
	Describe pictures	Social-Communication	D. Social Use of Language	2.2 Describes objects; people; and past, present, and future events as part of social exchange
	Notice the way others are dancing to music	Social-Communication	D. Social Use of Language	2.2 Describes objects; people; and past, present, and future events as part of social exchange
	Comment on the tools peers are using	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences

## Health, Wellness, and Physical Development: Learning About My Body

### 10.1 Concepts of Health

#### B. Interaction of Body Systems

Infant	10.1 I.B Locate basic body parts when named by an adult	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, and/or events
	Point to or move fingers, hands, toes, feet, and head when asked	Social-Communication	B. Communicative Understanding	2.2 Responds to single word directive
Young Toddler	10.1 YT.B Locate basic body parts when asked	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, and/or events
	Point to or move fingers, hands, toes, feet, and head when asked	Social-Communication	B. Communicative Understanding	2.2 Responds to single word directive
	Use fingers and hands during finger plays and songs with motions	Literacy	Fine Motor <sup>14</sup>	1.2 Participates in repetitive verbal play with caregivers and/or peers
Older Toddler	10.1 OT.B Identify and locate basic body parts	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, and/or events
	Name basic body parts	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
	Follow basic directions in a movement song. (e.g., shake your feet or wiggle your arms)	Social-Communication	B. Communicative Understanding	3.2 Follows one-step direction without contextual cues
	Point to or move fingers, hands, toes, feet, and head when asked	Social-Communication	B. Communicative Understanding	3.2 Follows one-step direction without contextual cues
	Use fingers and hands during finger plays and songs with motions	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play with caregivers and/or peers

#### C. Nutrition

Infant	Emerging
Young Toddler	Emerging

	PA Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Older Toddler	10.1 OT.C Participate in experiences related to healthy food choices	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures
	Explore health food options	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures
	Choose between healthy food options	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures
	Participate in discussions about food options	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
10.2 Healthful Living				
A. Health Practices, Products, and Services				
Infant	10.2 I.A Participate in fundamental practices for good health	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures
	Establish and engage in individualized daily routines. (e.g., eating, toileting, sleeping)	Adaptive	B. Personal Care Routines	3.1 Completes some steps to brush teeth, comb hair, and wipe nose
	Use verbal and non-verbal cues to express needs. (e.g., hunger, tired, diaper change)	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Actively participate with adult in daily hygiene routines	Adaptive	B. Personal Care Routines	3.1 Completes some steps to brush teeth, comb hair, and wipe nose
	Imitate basic hygiene practices. (e.g., wash hands, wipe nose)	Adaptive	B. Personal Care Routines	3.1 Completes some steps to brush teeth, comb hair, and wipe nose
Young Toddler	10.2 YT.A Engage in fundamental practices for good health	Adaptive	B. Personal Care Routines	3.1 Completes some steps to brush teeth, comb hair, and wipe nose
	Establish and engage in individualized daily routines. (e.g., eating, toileting, sleeping)	Adaptive	B. Personal Care Routines	3.1 Completes some steps to brush teeth, comb hair, and wipe nose
	Engage in daily activities that promote good health. (e.g., exercise, rest, eating, tooth brushing)	Adaptive	B. Personal Care Routines	3.1 Completes some steps to brush teeth, comb hair, and wipe nose
	Use verbal and non-verbal cues to express needs. (e.g., hunger, tired, diaper change)	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Imitate and practice basic hygiene practices. (e.g., use tissue to wipe nose, wash hands, attempt to brush teeth, cough into elbow)	Adaptive	B. Personal Care Routines	3.1 Completes some steps to brush teeth, comb hair, and wipe nose
	Recognize basic health care workers	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names of people or pets

	PA Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Older Toddler	10.2 OT.A Discuss fundamental practices for good health	Social-Communication	D. Social Use of Language	2.2 Describes objects; people; and past, present, and future events as part of social exchange
	Establish and engage in individualized daily routines. (e.g., eating, toileting, sleeping)	Adaptive	B. Personal Care Routines	3.1 Completes some steps to brush teeth, comb hair, and wipe nose
	Use verbal and non-verbal cues to express needs. (e.g., hunger, tired, diaper change)	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Engage in daily activities that promote good health. (e.g., exercise, rest, eating, tooth brushing)	Adaptive	B. Personal Care Routines	3.1 Completes some steps to brush teeth, comb hair, and wipe nose
	Practice basic hygiene practices with adult reminder. (e.g., use tissue to wipe nose, wash hands, attempt to brush teeth, cough into elbow)	Adaptive	B. Personal Care Routines	3.1 Completes some steps to brush teeth, comb hair, and wipe nose
	Discuss basic hygiene practices	Social-Communication	D. Social Use of Language	2.2 Describes objects; people; and past, present, and future events as part of social exchange
	Ask and answer questions about health practices. (e.g., "Why do I need a nap?", explain that we need to eat well, get rest, and exercise to stay healthy)	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
	Identify people that help keep us healthy	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences

### 10.3 Safety and Injury Prevention

#### A. Safe and Unsafe Practices

Infant	10.3 I.A Respond to basic safety words	Social-Communication	B. Communicative Understanding	2.2 Responds to single word directive
	Stop behavior when told "no" or "stop"	Social-Communication	B. Communicative Understanding	2.2 Responds to single word directive
	Look at adult before repeating a behavior	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions

	PA Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Young Toddler	10.3 YT.A Cooperate with basic safety practices	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
	Understand one-word rules such as "no" or "stop"	Social-Communication	B. Communicative Understanding	2.2 Responds to single word directive
	Indicate that a behavior should not be done by saying "No, no"	Social-Communication	C. Communicative Expression	1.1 Uses two-word utterances
	Follow basic safety rules with adult reminders. (e.g., "Use walking feet." "Slide down the slide." "Hold railing when climbing down stairs.")	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
Older Toddler	10.3 OT.A Use and communicate about basic safety practices	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
	Respond appropriately when adult identifies an unsafe practice	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
	Understand clearly stated rules	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
	Ask questions about basic safety rules	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
	Indicate that a behavior should not be done	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety
	Follow basic safety rules with adult reminders. (e.g., "Use walking feet." "Slide down the slide." "Hold railing when climbing down stairs.")	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
	Seek support when trying something new or meeting new people	Adaptive	D. Personal Safety	1.1 Communicates internal distress, discomfort, or pain to adult
	Participate in discussions about basic safety rules	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences



## 10.4 Physical Activity - Gross Motor Coordination

### A. Control and Coordination

Infant	10.4 I.A Develop control of the body	Gross Motor	A. Body Control and Weight Transfer	1. Turns head, moves arms, and kicks legs independently of each other
	Control head and back	Gross Motor	A. Body Control and Weight Transfer	1.3 Turns head side to side
	Coordinate movement of arms and legs	Gross Motor	A. Body Control and Weight Transfer	1. Turns head, moves arms, and kicks legs independently of each other
	Use body to move. (e.g., rolling, pulling self to standing position, crawling, creeping)	Gross Motor	B. Movement and Coordination	2.3 Pulls to standing position
Young Toddler	10.4 YT.A Control and coordinate the movement of the body	Gross Motor	B. Movement and Coordination	3.1 Walks without support
	Walk with increasing coordination	Gross Motor	B. Movement and Coordination	3.1 Walks without support
	Coordinate movements of arms, legs, and neck. (e.g., throw a ball, kick a ball)	Gross Motor	A. Body Control and Weight Transfer	1. Turns head, moves arms, and kicks legs independently of each other
	Climb or crawl in and out of things	Gross Motor	B. Movement and Coordination	1. Creeps forward using alternating arm and leg movements
	Attempt to jump	Gross Motor	B. Movement and Coordination	6. Jumps forward

	PA Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Older Toddler	10.4 OT.A Combine and coordinate body movement	Gross Motor	B. Movement and Coordination	3.1 Walks without support
	Coordinate arm and leg movements when engaged in an activity. (e.g., throw a ball, kick a ball, use riding toys)	Gross Motor	C. Active Play	1.6 Throws or rolls ball or similar object at target with both hands
	Run with increasing speed and develop coordination	Gross Motor	B. Movement and Coordination	5.1 Runs
	Jump off low step, landing on two feet	Gross Motor	B. Movement and Coordination	6.2 Jumps down from low structure
	Throw object at target. (e.g., bean bag in basket)	Gross Motor	C. Active Play	1.5 Throws ball or similar object overhand at target with one hand
	Climb and crawl in and out of things. (e.g., navigate short ladder on play equipment)	Gross Motor	C. Active Play	2.2 Climbs ladder
<b>B. Balance and Strength</b>				
Infant	10.4 I.B Exhibit strength and balance in stationary body movements	Gross Motor	B. Movement and Coordination	4.3 Gets up and down from low structure
	Pull self to sitting position	Gross Motor	B. Movement and Coordination	2.3 Pulls to standing position
	Hold self in sitting position	Gross Motor	A. Body Control and Weight Transfer	5.2 Maintains sitting position in chair or other similar furniture
	Sit and reach for objects without falling	Gross Motor	A. Body Control and Weight Transfer	2. Puts weight on one hand and/or arm while reaching with opposite hand
	Pull self to standing position	Gross Motor	B. Movement and Coordination	2.3 Pulls to standing position
	Stand with support	Gross Motor	B. Movement and Coordination	2.2 Stands unsupported

	PA Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Young Toddler	10.4 YT.B Exhibit balance and strength when moving from place to place	Gross Motor	B. Movement and Coordination	4.3 Gets up and down from low structure
	Squats to pick up toys	Gross Motor	B. Movement and Coordination	2.1 Rises from sitting position to standing position
	Stands on tip-toes to reach for something	Gross Motor	B. Movement and Coordination	3.1 Walks without support
	Carry objects from one place to another	Gross Motor	B. Movement and Coordination	3.1 Walks without support
	Gets in and out of chair	Gross Motor	A. Body Control and Weight Transfer	5. Gets out of chair or similar type of furniture
	Walk with one foot in front of the other	Gross Motor	B. Movement and Coordination	3.1 Walks without support
	Use steps (non-alternating feet) with support	Gross Motor	B. Movement and Coordination	4.1 Walks up and down stairs using support
	Attempt to jump	Gross Motor	B. Movement and Coordination	6. Jumps forward
Older Toddler	10.4 OT.B Demonstrate balance and strength when performing gross motor activities	Gross Motor	B. Movement and Coordination	3.1 Walks without support
	Side steps across beam	Gross Motor	B. Movement and Coordination	3.1 Walks without support
	Jump off low step using two feet	Gross Motor	B. Movement and Coordination	6.2 Jumps down from low structure
	Jumps over small objects	Gross Motor	B. Movement and Coordination	6. Jumps forward
	Use steps (non-alternating feet) with support	Gross Motor	B. Movement and Coordination	4.1 Walks up and down stairs using support
	Kick a ball	Gross Motor	C. Active Play	1.4 Kicks ball
	Carry objects from one place to another	Gross Motor	B. Movement and Coordination	3.1 Walks without support

## 10.5 Concepts, Principles, and Strategies of Movement - Fine Motor Development

### A. Strength, Coordination, and Muscle Control

Infant	10.5 I.A Use fingers and hands to accomplish actions	Fine Motor	B. Functional Skill Use	1. Activates object with single finger
	Hold objects in hands	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
	Use pincer grasp to pick up objects. (e.g., cereal, banana slices, or small objects)	Fine Motor	B. Functional Skill Use	2. Grasps pea-size object
	Transfer objects from hand to hand	Fine Motor	B. Functional Skill Use	3.5 Transfers object from hand to hand
	Imitate motions of basic finger plays	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play with caregivers and/or peers
Young Toddler	10.5 YT.A Coordinate use of fingers, hands and wrists to accomplish actions	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
	Manipulate a variety of objects	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
	Pick up more than one object in the same hand	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates or produces action with other hand
	Transfer objects from one hand to another	Fine Motor	B. Functional Skill Use	3.5 Transfers object from hand to hand
	Twist wrists to turn hands	Fine Motor	B. Functional Skill Use	2. Rotates wrist to manipulate object
	Imitate motions of basic finger plays	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play with caregivers and/or peers
	Hold objects in one hand and manipulate it with another hand. (e.g., tearing paper, brushing a doll's hair)	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates or produces action with other hand

	PA Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Older Toddler	10.5 OT.A Coordinate use fingers, hands, and wrists to accomplish actions	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
	Manipulate a variety of objects	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
	Pick up more than one object in the same hand	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates or produces action with other hand
	Transfer objects from one hand to another	Fine Motor	B. Functional Skill Use	3.5 Transfers object from hand to hand
	Twist wrists to turn hands	Fine Motor	B. Functional Skill Use	2. Rotates wrist to manipulate object
	Imitate motions of basic finger plays	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play with caregivers and/or peers
	Hold object in one hand and manipulate it with another hand. (e.g., tearing paper, brushing a doll's hair, string larger beads)	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates or produces action with other hand
	Practice manual self-help skills. (e.g., snapping, Velcro)	Adaptive	C. Dressing and Undressing	1.1 Unfastens garments
<b>B. Eye/Hand Coordination</b>				
Infant	10.5 I.B Use eye and hand coordination to perform a task	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
	Pick up object and place in range of vision	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Pick up and manipulate objects	Fine Motor	A. Reach, Grasp, Hold, and Release	2.4 Grasps hand-size object using whole hand
	Attempt to turn pages of a board book using thumb and fingertips	Literacy	A. Awareness of Print Concepts	2.1 Turns pages from book front toward book end
	Point to objects	Fine Motor	B. Functional Skill Use	1.1 Uses finger to point or touch

	PA Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Young Toddler	10.5 YT.B Coordinate eye and hand movements to perform a task	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Pick up object and place in range of vision	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Pick up and manipulate objects	Fine Motor	A. Reach, Grasp, Hold, and Release	2.4 Grasps hand-size object using whole hand
	Attempt to turn pages of a board book using thumb and fingertips	Literacy	A. Awareness of Print Concepts	2.1 Turns pages from book front toward book end
	Stack toys and blocks	Fine Motor	A. Reach, Grasp, Hold, and Release	3. Stacks objects
	Place objects in containers	Fine Motor	A. Reach, Grasp, Hold, and Release	3.1 Releases object into targeted space
	Use nesting toys and place one inside another	Fine Motor	A. Reach, Grasp, Hold, and Release	3. Stacks objects
	Point to objects	Fine Motor	B. Functional Skill Use	1.1 Uses finger to point or touch
	Manipulate pieces of age-appropriate puzzles	Fine Motor	B. Functional Skill Use	3.1 Assembles toy that requires putting pieces together
Older Toddler	10.5 OT.B Coordinate eye and hand movements to perform a task	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
	Pick up and manipulate objects	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Stack toys and blocks	Fine Motor	A. Reach, Grasp, Hold, and Release	3. Stacks objects
	Place objects in containers	Fine Motor	A. Reach, Grasp, Hold, and Release	3.1 Releases object into targeted space
	Use nesting toys and place one inside another	Fine Motor	A. Reach, Grasp, Hold, and Release	3. Stacks objects
	Point to objects	Fine Motor	B. Functional Skill Use	1.1 Uses finger to point or touch
	Manipulate pieces of a puzzle	Fine Motor	B. Functional Skill Use	3.1 Assembles toy that requires putting pieces together
	Hold book with one hand while turning pages with the other	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action

PA Standard		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>C. Use of Tools</b>				
Infant	10.5 I.C Manipulate basic tools	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	Attempt to use feeding utensils	Adaptive	A. Eating and Drinking	3.1 Brings food to mouth using eating utensil
	Hold basic art implements and make marks on paper	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
Young Toddler	10.5 Y.T.C Use basic tools	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	Use spoon and fork for eating	Adaptive	A. Eating and Drinking	3.1 Brings food to mouth using eating utensil
	Use writing or drawing tools with limited coordination	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
	Use cups to practice pouring	Adaptive	A. Eating and Drinking	6.1 Pours liquid into variety of containers
Older Toddler	10.5 O.T.C Use basic tools demonstrating refined skills	Fine Motor	C. Mechanics of Writing	1. Holds writing tool using three-finger grasp to write or draw
	Use writing or drawing tools to make recognizable shapes, lines, or dots	Fine Motor	C. Mechanics of Writing	1.1 Writes and/or draws using mixed strokes
	Use spoon and fork for eating	Adaptive	A. Eating and Drinking	3.1 Brings food to mouth using eating utensil
	Use cups to practice pouring	Adaptive	A. Eating and Drinking	6.1 Pours liquid into variety of containers
	Use safety scissors to make simple snips or cuts	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates or produces action with other hand
	Use child-sized household or classroom tools. (e.g., broom, plastic hammer, sponge, cloth)	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
	Use basic tools to manipulate play dough	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action

## Social and Emotional Development: Student Interpersonal Skills

### 16.1 Self-Awareness and Self-Management

#### A. Manages Emotions and Behaviors

Infant	16.1 I.A Demonstrate an emotional response to the environment	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Use facial expressions to indicate emotions	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Express feelings. (e.g., crying, smiling, laughing, cooing)	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Self-soothe	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Show pleasure in familiar surroundings	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Withdrawal when over-stimulated	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
Young Toddler	16.1 YT.A Demonstrate an emotional response in reaction to an experience	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Show joy, pleasure, or excitement when new things are learned	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
	Demonstrate a beginning sense of humor	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
	Use body to demonstrate emotions	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Imitate others' emotional reactions	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Manage emotions with adult support	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Display intense emotions. (e.g., temper tantrums, stranger anxiety)	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate



	PA Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Older Toddler	16.1 OT.A Make connections between emotions and behavior	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	Demonstrate an emotional response in reaction to an experience	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Label basic emotions. (e.g., happy, sad, mad, scared)	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
	Use pretend play as a way to practice feelings	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Answer questions that connect behavior to emotion	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
	State how actions connect to emotions. (e.g., "I pound play dough, I'm mad." "I love you, hug!")	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
<b>B. Influences of Personal Traits on Life</b>				
Infant	16.1 I.B Demonstrate preference for specific objects and people	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Attend to adult during reciprocal interaction	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
	Gaze with interest at adult, peer, or object nearby	Social-Communication	B. Communicative Understanding	1. Follows person's gaze to establish joint attention
	Engage in exploration of objects within the environment	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Accept and reach for objects offered by adult	Fine Motor	B. Functional Skill Use	1.1 Uses finger to point or touch
	Seek favorite object or book	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
Young Toddler	16.1 YT.B Demonstrate preference for specific objects or activities	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Make simple choices	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Ask for activity to be repeated	Social-Communication	A. Early Social Communication	4.3 Expresses desire to continue activity
	Engage in the same activity over and over	Social-Communication	A. Early Social Communication	4.3 Expresses desire to continue activity
	Demonstrate resistance when asked to end an activity they are engaged in	Social-Communication	A. Early Social Communication	4.3 Expresses desire to continue activity

	PA Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Older Toddler	16.1 OT.B Communicate preference for people, objects, and activities	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Convey ownership of objects and people. (e.g., say "That's mine." "That's my mommy.")	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	Request preferred activity	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	Show preference for familiar adults	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	Communicate resistance when asked to end an activity they are engaged in	Social-Communication	A. Early Social Communication	4.3 Expresses desire to continue activity
	Engage in the same activity over and over	Social-Communication	A. Early Social Communication	4.3 Expresses desire to continue activity
	Communicate choice	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
<b>C. Resiliency</b>				
Infant	16.1 I.C Use comfort of familiar experiences to explore new activities and experiences	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Show interest in new experiences. (e.g., try new foods)	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Reach for and accept new objects with interest	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Repeat attempted action for mastery. (e.g., standing, falling, and getting back up)	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
Young Toddler	16.1 YT.C Repeat familiar activity to gain comfort and confidence	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game and/or action
	Show pleasure at own actions	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
	Explore environment with interest	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Indicate "more" to try something over and over	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game and/or action
	Repeat challenging tasks or activities many times to achieve mastery	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game and/or action
	Repeat familiar activity to gain comfort and confidence	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game and/or action

PA Standard		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Older Toddler	16.1 OT.C Approach new experiences with confidence	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Show confidence and pleasure in the completion of a task or activity	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
	Demonstrate pride in completed accomplishments	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
	Attempt a teacher-suggested alternate solution to accomplish a task	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
<b>D. Goal-Setting</b>				
Infant	Emerging			
Young Toddler	Emerging			
Older Toddler	16.1 OT.D Establish goals independently	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Make simple choices	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Set and discuss goals for play and activities when asked	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
<b>E. Identity Development</b>				
Infant	16.1 I.E Respond to self in mirror	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Move toward mirrors in the environment	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Smile when held to a mirror	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Coo when looking in mirror	Social-Communication	A. Early Social Communication	2.1 Coos and gurgles
	Point to and babble at self in mirror	Fine Motor	B. Functional Skill Use	1.1 Uses finger to point or touch
Young Toddler	16.1 YT.E Convey ownership of objects and people	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Say "Mine"	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
	Take object from peer and adult	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
	Collect objects during a nature walk	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Display possessiveness or jealousy towards others	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
	Demonstrate resistance when asked to end an activity they are engaged in	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests

	PA Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Older Toddler	16.1 OT.E Use language that indicates knowledge of self	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Use words that mean self when speaking. (e.g., "Me do it." "I can.")	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
	Tell stories about self	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
	Relate personal experiences to other experiences	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
<b>16.2 Establishing and Maintaining Relationships</b>				
<b>A. Relationships - Trust and Attachment</b>				
Infant	16.2 I.A Show affection and bond with familiar adults	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	Respond and attend to adult's interactions	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult's positive social behavior
	Accept physical comfort and respond to cuddling	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Seek to be near familiar adults	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Display recognition of trusted adults	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
Young Toddler	16.2 YT.A Use trusted adult as a secure base from which to explore the environment	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Watch adults for their response to actions	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	Use gestures and simple words to express need to be trusted adults for comfort	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Respond and attend to adult's interactions	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
	Seek to be near familiar adults	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Display apprehension when an unfamiliar adult comes near	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Seek attention from trusted adults	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult

	PA Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Older Toddler	16.2 OT.A Develop relationships that extend beyond trusted adults	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	Engage in reciprocal conversation with familiar peers and adults	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	Respond to familiar adult's questions and directions	Social-Communication	B. Communicative Understanding	4. Responds to comprehension questions related to "why," "how," and "when"
	Demonstrate appropriate affection for familiar adults and peers	Social-Emotional	A. Interactions with Adults	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Seek out companionship from another child	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	Use words denoting friendship	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	Ask a child to play. (e.g., "Do you want to make a black house with?")	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	Play cooperatively with a few peers for a short period of time	Social-Emotional	C. Interactions with Peers	3.2 Joins others in cooperative activity
	Show interest in unfamiliar adults	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	Demonstrate increasing ability to separate from trusted adults without distress	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
<b>B. Diversity</b>				
Infant	16.2 I.B Notice differences in others	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects and/or people using common attributes
	React to something unfamiliar. (e.g., scent, appearance, dress, voice, touch)	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Attempt to touch face or hair of peer	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Cry when unfamiliar adult approaches	Social-Communication	A. Early Social Communication	3.2 Vocalizes to another person expressing negative affective state

	PA Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Young Toddler	16.2 YT.B Recognize similarities and differences between self and others	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects and/or people using common attributes
	Engage in activities that reflect home culture. (e.g., dramatic play - cooking food served in the home)	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Engage in activities that promote labeling of personal characteristics. (e.g., likes, dislikes, physical characteristics, family make-up)	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Attempt to touch face or hair of peer	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Cry when unfamiliar adult approaches	Social-Communication	A. Early Social Communication	3.2 Vocalizes to another person expressing negative affective state
Older Toddler	16.2 OT.B Communicate about similarities and differences between self and others	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects and/or people using common attributes
	Make drawings of people including self-portraits	Literacy	E. Writing	2.1 Makes representational drawings
	Engage in activities that reflect home culture. (e.g., dramatic play - cooking food served in the home)	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Engage in activities that promote labeling of personal characteristics. (e.g., likes, dislikes, physical characteristics, family make-up)	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
<b>C. Communication</b>				
Infant	16.2 I.C Use sounds and gestures as a form of reciprocal communication	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
Young Toddler	16.2 YT.C Use sounds, gestures, and words as a form of reciprocal communication	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
Older Toddler	16.2 OT.C Engage in reciprocal conversations and interactions with peers and adults	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate

PA Standard		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>D. Managing Interpersonal Conflicts</b>				
Infant	16.2 I.D Express emotion relating to a conflict	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Cry or use inappropriate action to express frustration	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
Young Toddler	16.2 YT.D Express emotion relating to a conflict	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Cry or use inappropriate action to express frustration	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Use some language to express emotion. (e.g., "No." "Mine.")	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
Older Toddler	16.2 OT.D Communicate about a conflict and seek help to solve	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Use language to express emotion and describe needs. (e.g., "I want that block." "Hey, that's mine./")	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	With adult support, engage in simple conflict resolution strategies. (e.g., turn taking, redirection)	Cognitive	D. Reasoning	3.1 Evaluates common solutions to solve problems/reach goals
	Ask adult to intervene	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
<b>E. Support - Asking for Help</b>				
Infant	16.2 I.E Indicate needs through vocalizations and body movements	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Cry to express need	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Point and move towards desired object	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
	Use basic sign language to indicate need	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate

	PA Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Young Toddler	16.2 YT.E Communicate needs	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Cry to express need	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Point and move towards desired object	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
	Use basic language to indicate need. (e.g., "Mine," basic signs)	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Use gestures to indicate need	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
Older Toddler	16.2 OT.E Ask for help when needed	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Attempt task independently before asking for help	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Recognize when help is needed	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Recognize appropriate sources of help. (e.g., familiar adult, community helpers, peers)	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Ask for adult help to solve a problem or to complete a task	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
<b>16.3 Decision-Making and Responsible Behavior</b>				
<b>A. Decision-Making Skills</b>				
Infant	16.3 I.A Demonstrate preference for specific objects and people	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Attend to adult during reciprocal interaction	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play with caregivers and/or peers
	Gaze with interest at adult, peer, or object nearby	Social-Communication	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	Engage in exploration of objects within the environment	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Accept and reach for objects offered by adult	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Seek favorite object or book	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences



	PA Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Young Toddler	16.3 YT.A Make simple choices	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Choose between two options provided by adult	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Seek favorite object or book	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
Older Toddler	16.3 OT.A Recognize the consequences of choices	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Make simple choices	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Discuss consequences of choices	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
	Seek reinforcement for behavior	Social-Emotional	E. Meeting Social Expectations	3.1 Seeks adult permission when appropriate
	Test limits set by adults	Social-Emotional	E. Meeting Social Expectations	3.1 Seeks adult permission when appropriate
<b>B. Understanding Social Norms (Social Identity)</b>				
Infant	16.3 I.B Respond to adult guidance about behavior	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	Smile when acknowledged for positive behavior	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
	Stop behavior when told "no" or "stop"	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	Look at adult before repeating a behavior	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
Young Toddler	16.3 YT.B Demonstrate basic understanding of rules	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Understand one word rules such as "No" or "Stop"	Social-Communication	B. Communicative Understanding	2.2 Responds to single word directive
	Indicate that a behavior should not be done by saying "No, no"	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Test limits	Social-Emotional	E. Meeting Social Expectations	3.1 Seeks adult permission when appropriate
	Follow simple rules with adult guidance	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments

	PA Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Older Toddler	16.3 OT.B Follow basic rules	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Put toys away at clean-up time	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Keep toys in a specific location	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Join group for circle time	Social-Emotional	D. Independent and Group Participation	2.3 Remains with group during large group activities
	Test limits	Social-Emotional	E. Meeting Social Expectations	3.1 Seeks adult permission when appropriate
	Demonstrate autonomy by saying "No," but will cooperate with teacher guidance	Social-Emotional	E. Meeting Social Expectations	3.1 Seeks adult permission when appropriate
	Respond appropriately when adult identifies an unsafe practice	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
<b>C. Responsible Active Engagement - Empathy</b>				
Infant	16.3 I.C React to others' expressions of emotion	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Show interest in another child. (e.g., touch or pat on back)	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
	Begin to cry or show distress when another child is crying	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Smiles and turns head to look at a person when laughing	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult's positive social behavior
Young Toddler	16.3 YT.C Engage in empathy and compassion in some situations	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
	Attempt to soothe another who is distressed	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Hand another child an object when he/her notices him/her looking at it	Social-Emotional	C. Interactions with Peers	3.3 Shares or exchanges objects
	Give hugs	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer

	PA Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Older Toddler	16.3 OT.C Demonstrate empathy and compassion for others	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Tell or indicate that another child appears to be distressed	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
	Recognize and name others' feelings	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
	Help a child with a task. (e.g., clean up)	Social-Emotional	B. Social-Emotional Expression and Regulation	3.1 Explains or shows others how to do tasks mastered
	Attempt to soothe another who is distressed	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Engage in signs of affection. (e.g., hand-holding, hugs)	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer

## Pre-Kindergarten

### Approaches to Learning Through Play: Constructing, Organizing, and Applying Knowledge

#### AL.1 Constructing and Gathering Knowledge

##### A. Curiosity and Initiative

AL.1 PK.A Explore and ask questions to seek meaningful information about a growing range of topics, ideas, and tasks.	Use senses to explore and learn from the environment.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Show interest and interact with others about their work or actions.	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	Demonstrate interest in new materials and experiences that are introduced into the classroom.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Ask questions to understand something. (e g , "How does that work?")	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
	Watch others play and ask to join in.	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer

##### B. Risk-Taking

AL.1 PK.B Demonstrate a willingness to participate in new and challenging experiences.	Actively explore new materials that are introduced into the classroom.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Observe peers engaged in an unfamiliar or new activity before joining in.	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
	Point to and move towards an object or activity.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Listen attentively to learn proper technique for a new skill, and then follow through using the learned technique.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	State discomfort at trying something new, but make attempts to try after encouragement.	Adaptive	D. Personal Safety	1. Takes independent action to alleviate distress, discomfort, and pain
	Differentiate between appropriate and inappropriate methods for learning information. (e g , understand that jumping from a high wall is a dangerous way to discover its height).	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety

PA Standard		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>C. Stages of Play</b>				
AL.1 PK.C Engage in complex play sequences with two or more children.	Use materials and objects to represent other objects.	Cognitive	C. Conceptual Knowledge	2. Uses object to represent another object
	Initiate cooperative play with peers by establishing roles and a simple play scenario. (e.g., act out a doctor's office scenario, assigning a doctor and patients)	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Extend play scenarios over more than one day.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Incorporate personal experiences and themes learned into play scenarios.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Engage in simple games with rules with adult reminders and support.	Social-Emotional	C. Interactions with Peers	4. Maintains engagement in games with rules

## AL.2 Organizing and Understanding Information

### A. Engagement and Attention

AL. 2 PK.A Work toward completing a task, even if challenging, and despite interruptions.	State when they are being distracted.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
	State when they are frustrated by a challenge.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
	Move away from distractions to complete a task.	Cognitive	D. Reasoning	3.1 Evaluates common solutions to solve problems/reach goals

### B. Task Analysis

AL.2 PK.B Independently break simple tasks into steps and complete them one at a time.	Attend and follow through on two-step directions.	Social-Communication	B. Communicative Understanding	3.1 Follows multi-step directions with contextual cues
	Explain a routine sequence.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
	Relate the steps necessary to complete a task or activity.	Social-Emotional	B. Social-Emotional Expression and Regulation	3.1 Explains or shows others how to do tasks mastered
	Relate the desired outcome or end goal of a task or activity.	Social-Emotional	B. Social-Emotional Expression and Regulation	3.1 Explains or shows others how to do tasks mastered

### C. Persistence

AL.2 PK.C Attempt to accomplish challenging tasks by employing familiar and new strategies as needed.	Attempt to complete a task in more than one way (e.g., using materials in new ways, trial and error, breaking tasks into steps) before asking for help or stopping due to frustration.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	Stick to a task after stating frustration.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Show pride in completion of a challenging task.	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver

PA Standard		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>D. Patterning</b>				
AL.2 PK.D Recognize and extend simple patterns.	Identify patterns in the environment. (e g , stripes on a flag)	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attributes
	Clap out rhythmic patterns.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Practice extending simple repeating patterns using manipulatives.	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attributes
<b>E. Memory</b>				
AL.2 PK.E Retain and recall information presented over a short period of time.	Relate information and/or experiences from the past.	Social-Communication	D. Social Use of Language	2.2 Describes objects; people; and past, present, and future events as part of social exchange
	Remember and update simple information. (e.g., one's place in a story, song, or game if interrupted)	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
	Engage in memory games.	Social-Emotional	C. Interactions with Peers	4. Maintains engagement in games with rules
	Recall details from stories, events, and experiences.	Social-Communication	D. Social Use of Language	2.2 Describes objects; people; and past, present, and future events as part of social exchange

## AL.3 Applying Knowledge

### A. Engagement and Attention

AL.3 PK.A Use music, art, and/or stories to express ideas, thoughts, and feelings.	Reference 9.1.M.PK.E; 9.1.D.PK.E; 9.1.V.PK.E; 1.4.PK.M; 1.5.PK.E
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### B. Invention

AL.3 PK.B Produce and explain the purpose for a new creation.	Engage in a variety of creative activities.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Describe or draw a desired product. (e.g., create a blueprint for a block structure)	Literacy	E. Writing	2.1 Makes representational drawings
	Answer questions to explain the purpose of a creation.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
	Show pride in a creation.	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver

### C. Representation

AL.3 PK.C Use materials and objects to represent new concepts.	Use non-conforming objects to create representations of real-life objects or activities. (e.g., block for phone, stick for spoon)	Cognitive	C. Conceptual Knowledge	2. Uses object to represent another object
	Use real-life objects to represent make-believe or fantasy objects. (e.g., spoon for magic wand, broom for a flying horse)	Cognitive	C. Conceptual Knowledge	2. Uses object to represent another object



## AL.4 Learning through Experience

### A. Making Connections

AL.4 PK.A Relate knowledge learned from one experience to a similar experience in a new setting.	Relate personal (e.g., home, cultural, community) experiences during play, and other school activities.	Social-Communication	D. Social Use of Language	2.2 Describes objects; people; and past, present, and future events as part of social exchange
	Understand that appropriate activities and events may differ from home to school.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
	Share new skills or tasks learned or practiced outside of school setting. (e.g., "Mommy taught me how to tie my shoe," demonstrate a forward roll that was learned in a weekend gymnastics class)	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
	Practice skills learned in a whole group demonstration or role play during center exploration.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Apply a skill to multiple tasks. (e.g., use measuring cups in sensory table, outside, and in cooking activity)	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes

### B. Resiliency-Competence

AL.4 PK.B Recognize that everyone makes mistakes and that using positive coping skills can result in learning from the experience.	Reference 16.1.PK.C
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PA Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items	
C. Problem-Solving				
AL.4 PK.C Attempt problem solving activities to achieve a positive outcome.	Try new ways to complete a familiar task.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	Attempt to complete a task in more than one way (e.g., using materials in new ways, trial and error, breaking tasks into steps) before asking for help or stopping due to frustration.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	Ask questions to clarify problems.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
	Discuss the different ways used to accomplish a task or to solve a problem.	Cognitive	D. Reasoning	3.1 Evaluates common solutions to solve problems/reach goals
	Recall and use a previously successful strategy.	Cognitive	D. Reasoning	3.1 Evaluates common solutions to solve problems/reach goals
	Change plan if a better strategy presents itself.	Cognitive	D. Reasoning	3.1 Evaluates common solutions to solve problems/reach goals
	Observe mistakes and note the effectiveness of a different solution. (e g , “That didn’t work because ...”)	Cognitive	D. Reasoning	3.1 Evaluates common solutions to solve problems/reach goals
	Demonstrate increasing flexibility in a variety of situations, task, and activities.	Cognitive	D. Reasoning	3.1 Evaluates common solutions to solve problems/reach goals

## Language and Literacy Development: English Language Arts

### 1.1 Foundational Skills

#### A. Book-Handling

1.1 PK.A Practice appropriate book handling skills.	Orient book correctly.	Literacy	A. Awareness of Print Concepts	2.2 Holds book or other printed material with pictures correctly oriented
	Turn pages in order.	Literacy	A. Awareness of Print Concepts	2.1 Turns pages from book front toward book end
	Use pointer or finger to track print on charts, posters, environmental print or in books.	Fine Motor	B. Functional Skill Use	1.1 Uses finger to point or touch
	Practice tracking from top to bottom and left to right with scaffolding.	Literacy	A. Awareness of Print Concepts	2. Demonstrates understanding that text is read in one direction, and from top to bottom of page

#### B. Print Concepts

1.1 PK.B Identify basic features of print.	Differentiate between numbers and letters and letters and words.	Literacy	C. Alphabet Knowledge	1. Names all upper and lower case letters of alphabet
		Math	C. Math Symbols	1.2 Labels numerals to 5
	Recognize and name some upper and lower case letters of the alphabet.	Literacy	C. Alphabet Knowledge	1. Names all upper and lower case letters of alphabet

#### C. Phonological Awareness

1.1 PK.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	Recognize rhyming words.	Literacy	B. Phonological Awareness	1.1 Identifies rhyming words
	Recognize when two or more words begin with the same sound (alliteration).	Literacy	B. Phonological Awareness	4.5 Produces words that begin with specified sound
	Count syllables in spoken words.	Literacy	B. Phonological Awareness	3.2 Claps for each syllable in two- and three-syllable words
	Isolate and pronounce initial sounds.	Literacy	B. Phonological Awareness	4.1 Blends separate CVC sounds into simple words
	Segment single-syllable spoken words into phonemes.	Literacy	B. Phonological Awareness	3. Segments syllables of two- and three-syllable words

PA Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items	
D. Phonics and Word Recognition				
1.1 PK.D Develop beginning phonics and word skills.	Associate some letters with their names and sounds.	Literacy	B. Phonological Awareness	4.5 Produces words that begin with specified sound
	Identify familiar words and environmental print.	Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos
E. Fluency				
Emerging to... read emergent reader text with purpose and understanding.	Recite rhymes, songs, and familiar text while tracking with a finger or pointer.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play with caregivers and/or peers
	Apply knowledge of letters, words, and sounds to read simple sentences.	Literacy	A. Awareness of Print Concepts	3. Recognizes print words for common or familiar people, objects, or pictures
	Assemble letters to form words and words to form sentences and (pretend) to read the words or sentences back.	Literacy	A. Awareness of Print Concepts	3. Recognizes print words for common or familiar people, objects, or pictures
1.2 Reading Informational Text				
A. Key Ideas and Details - Main Idea				
1.2 PK.A With prompting and support, retell key details of text that support a provided main idea.	Know that the details of a text can be used to support a main topic or idea.	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
	Provide relevant details from a text which support a provided main idea	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
B. Key Ideas and Details - Text Analysis				
1.2 PK.B Answer questions about a text.	Use specific details from the text to answer questions.	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
	Answer "who" or "what" the text is about	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	Answer “how” and/or “why” questions using specifics from the text.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story

PA Standard		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>C. Key Ideas and Details</b>				
1.2 PK.C With prompting and support, make connections between information in a text and personal experience.	Share personal experience and prior knowledge that is relevant to the text.	Social-Communication	D. Social Use of Language	2.2 Describes objects; people; and past, present, and future events as part of social exchange
	Contribute relevant information to a K (know), W (what child wants to learn), L (what group learned) chart.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	Choose text based on personal interest and experiences.	Social-Communication	D. Social Use of Language	2.2 Describes objects; people; and past, present, and future events as part of social exchange
<b>E. Craft and Structure - Text Structure</b>				
1.2 PK.E Identify the front cover, back cover, and title page of a book.	Relate that texts are organized in a predictable format.	Literacy	D. Vocabulary and Story Comprehension	3.2 Demonstrates understanding of title, author, and illustrator
	Identify the title page of a book.	Literacy	D. Vocabulary and Story Comprehension	3.2 Demonstrates understanding of title, author, and illustrator
	Identify the front cover of a book.	Literacy	D. Vocabulary and Story Comprehension	3.2 Demonstrates understanding of title, author, and illustrator
	Identify the back cover of a book.	Literacy	D. Vocabulary and Story Comprehension	3.2 Demonstrates understanding of title, author, and illustrator
<b>F. Craft and Structure - Vocabulary</b>				
1.2 PK.F With prompting and support, answer questions about unfamiliar words read aloud from a text.	Participate in discussions about unfamiliar words.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
	Connect prior understandings to unfamiliar words.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences

PA Standard		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
G. Integration of Knowledge and Ideas - Diverse Media				
1.2 PK.G With prompting and support, answer questions to connect illustrations to the written word.	Retell a simple sequence in a text using picture support.	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
	Match pictures to ideas, objects, or steps in a sequence.	Literacy	D. Vocabulary and Story Comprehension	1.3 Matches pictures to actual objects, people, or actions
	Describe pictures in a text in detail to answer specific questions about the text.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
I. Integration of Knowledge and Ideas - Analysis Across Texts				
1.2 PK.I With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic.	Recognize that texts have similar components that can be compared and contrasted (e.g., main ideas, details)	Literacy	D. Vocabulary and Story Comprehension	3.3 Demonstrates understanding of vocabulary associated with early literacy concepts
	Participate in strategies that provide opportunities to compare and contrast texts and/or components of texts. (e.g., Venn diagrams, T-charts)	Literacy	D. Vocabulary and Story Comprehension	3.3 Demonstrates understanding of vocabulary associated with early literacy concepts
J. Vocabulary Acquisition and Use				
1.2 PK.J Use new vocabulary and phrases acquired in conversations and being read to.	Talk about pictures using new vocabulary words or phrases.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
	Use new vocabulary in the context of dramatic play, daily routines, and classroom conversations.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
	Begin to use new vocabulary when asking questions or describing situations or objects.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences

PA Standard		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>K. Vocabulary Acquisition and Use</b>				
1.2 PK.K With prompting and support, clarify unknown words or phrases read aloud.	Recognize words or phrases that are unfamiliar to them.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
	Ask, "What does that mean?"	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
	Talk about connections between familiar and unfamiliar words or phrases that mean similar things (e.g., grass, lawn)	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
<b>L. Range of Reading</b>				
1.2 PK.L With prompting and support, actively engage in group reading activities with purpose and understanding.	Ask and answer questions about the text being read aloud.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	Share relevant prior knowledge about text being read aloud.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
	Respond to and build on comments from other children.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
	Use ideas gained in group reading activities in other daily routines, learning centers, and activities.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
<b>1.3 Reading Literature</b>				
<b>A. Key Ideas and Details - Theme</b>				
1.3 PK.A With prompting and support, retell a familiar story in a sequence with picture support.	Retell a story in sequential order using various materials.	Literacy	D. Vocabulary and Story Comprehension	2.3 Tells story associated with series of pictures
<b>B. Key Ideas and Details - Text Analysis</b>				
1.3 PK.B Answer questions about a particular story (who, what, how, when, and where).	Use specific details from the story to answer questions.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story

PA Standard		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>C. Key Ideas and Details - Literary Elements</b>				
1.3 PK.C With prompting and support, answer questions to identify characters, settings, and major events in a story.	Demonstrate understanding that “setting” is where a story takes place.	Literacy	D. Vocabulary and Story Comprehension	3.3 Demonstrates understanding of vocabulary associated with early literacy concepts
	Demonstrate understanding that “characters” are people or animals who have a role in the story.	Literacy	D. Vocabulary and Story Comprehension	3.3 Demonstrates understanding of vocabulary associated with early literacy concepts
	Respond to questions and prompts about characters, settings, and events during a read-aloud.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
<b>D. Craft and Structure - Point of View</b>				
1.3 PK.D With prompting and support, name the author and illustrator of a story.	Understand that an author writes the story.	Literacy	D. Vocabulary and Story Comprehension	3.2 Demonstrates understanding of title, author, and illustrator
	Understand that the illustrator draws the pictures.	Literacy	D. Vocabulary and Story Comprehension	3.2 Demonstrates understanding of title, author, and illustrator
<b>E. Craft and Structure - Text Structure</b>				
1.3 PK.E With prompting and support, recognize common types of text.	Understand that different types of texts are used for different purposes.	Literacy	D. Vocabulary and Story Comprehension	3.3 Demonstrates understanding of vocabulary associated with early literacy concepts
	Understand that a storybook has characters, setting, and actions associated with words and, most often, illustrations.	Literacy	D. Vocabulary and Story Comprehension	3.3 Demonstrates understanding of vocabulary associated with early literacy concepts
	Understand that a poem consists of words arranged in patterns of sound. (e g , rhyming words, alliteration)	Literacy	D. Vocabulary and Story Comprehension	3.3 Demonstrates understanding of vocabulary associated with early literacy concepts
	Tell if a text is storybook or poem.	Literacy	D. Vocabulary and Story Comprehension	3.3 Demonstrates understanding of vocabulary associated with early literacy concepts
	Differentiate between real and make-believe	Literacy	D. Vocabulary and Story Comprehension	3.3 Demonstrates understanding of vocabulary associated with early literacy concepts



PA Standard		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>F. Craft and Structure - Vocabulary</b>				
1.3 PK.F Answer questions about unfamiliar words read aloud from a story.	Participate in discussions about unfamiliar words.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
	Connect prior understandings to unfamiliar words.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
<b>G. Integration of Knowledge and Ideas - Sources of Information</b>				
1.3 PK.G Describe pictures in books using detail.	Attach action and descriptive words to illustrations (e g , “That man in the yellow hat is running fast ”)	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
<b>H. Integration of Knowledge and Ideas - Text Analysis</b>				
1.3 PK.H Answer questions to compare and contrast the adventures and experiences of characters in familiar stories.	Understand that characters within the same story or characters from different stories can be compared and contrasted	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Participate in strategies that provide opportunities to compare and contrast the experiences of characters (e g , Venn diagrams, T-charts, dramatic play)	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
<b>I. Vocabulary Acquisition and Use - Strategies</b>				
1.3 PK.I With prompting and support, clarify unknown words or phrases read aloud.	Recognize words or phrases that are unfamiliar to them	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
	Ask, “What does that mean?”	Social-Communication	B. Communicative Understanding	4.1 Answers “who,” “what,” and “where” questions
	Talk about connections between familiar and unfamiliar words or phrases that mean similar things (e g , grass, lawn)	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences

PA Standard		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>J. Vocabulary Acquisition and Use</b>				
1.3 PK.J Use new vocabulary and phrases acquired in conversations and being read to.	Talk about pictures using new vocabulary words or phrases.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
	Use new vocabulary in the context of dramatic play, daily routines, and classroom conversations.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
	Begin to use new vocabulary when asking questions or describing situations or objects.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
<b>K. Range of Reading</b>				
1.3 PK.K With prompting and support, actively engage in group reading activities with purpose and understanding.	Ask and answer questions about story or poem being read aloud.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	Share relevant prior knowledge about text being read aloud.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
	Respond to and build on comments from other children.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
	Use ideas gained in group reading activities in other daily routines, learning centers, and activities.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
<b>1.4 Writing</b>				
<b>A. Informative/Explanatory</b>				
1.4 PK.A Draw/dictate to compose informative/explanatory texts examining a topic.	Use illustration/dictation to convey meaning about a particular topic.	Literacy	E. Writing	2.1 Makes representational drawings
	Create a picture about a non-fiction topic and talk about it.	Literacy	E. Writing	2.1 Makes representational drawings
<b>B. Informative/Explanatory - Focus</b>				
1.4 PK.B With prompting and support, draw/dictate about one	Create a picture about a non-fiction topic and talk about it.	Literacy	E. Writing	2.1 Makes representational drawings
		Literacy	E. Writing	1.1 Dictates description of drawing

PA Standard		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
C. Informative/ Explanatory - Organization				
1.4 PK.C With prompting and support, generate ideas to convey information.	Brainstorm ideas for pictures and stories.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
	Tell adult what she/he will draw.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
D. Informative/Explanatory - Organization				
1.4 PK.D With prompting and support, make logical connections between drawing and dictation.	Understand that words are connected to print.	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
	Work with adult to create words or sentences that relate to drawings.	Literacy	E. Writing	3.1 Writes using developmental spelling
F. Informative/Explanatory - Conventions of Language				
Emerging to... Spell simple words phonetically.	Write symbols, letters, or letter-like shapes	Literacy	E. Writing	3.1 Writes using developmental spelling
	Attempt to reproduce own name and/or simple words, with most letters correct	Literacy	E. Writing	3.1 Writes using developmental spelling
M. Narrative				
1.4 PK.M Dictate narratives to describe real or imagined experiences or events.	Use illustration/dictation to convey meaning about an experience or event.	Literacy	E. Writing	2.1 Makes representational drawings
	Create a picture about an experience or event and talk about it.	Literacy	E. Writing	2.1 Makes representational drawings
N. Narrative				
1.4 PK.N Establish “who” and “what” the narrative will be about.	Generate ideas for writing.	Literacy	E. Writing	3.4 Writes using “scribble writing”
	Understand that “who” a story will be about refers to the person, animal, or animated object that the story will be about.	Literacy	D. Vocabulary and Story Comprehension	3.3 Demonstrates understanding of vocabulary associated with early literacy concepts
	Understand that “what” a story will be about refers to the sequenced events that happen to the referenced “who.”	Literacy	D. Vocabulary and Story Comprehension	3.3 Demonstrates understanding of vocabulary associated with early literacy concepts
	Respond when asked “who” or “what” a story is about, and follow through when drawing about or dictating the story.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story

PA Standard		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>O. Narrative - Content</b>				
1.4 PK.O With prompting and support, describe experiences and events.	When prompted, provide details (e.g., descriptive words, feelings, and thoughts of the character) to further develop a story.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	Tell adult what she/he has drawn/written about.	Literacy	E. Writing	1.1 Dictates description of drawing
<b>P. Narrative - Organization</b>				
1.4 PK.P Recount a single event and tell about the events in the order in which they occurred.	Understand that stories can be told about a single event.	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
	Understand that a single event is made up of a series of smaller events that are in a sequence (before, next, end).	Literacy	D. Vocabulary and Story Comprehension	2.3 Tells story associated with series of pictures
	Respond with a logical sequence of events when asked “what” their story is about.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
<b>R. Narrative - Conventions of Language</b>				
Emerging to... Spell simple words phonetically.	Write symbols, letters, or letter like shapes.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Attempt to reproduce own name and/or simple words, with most letters correct.	Literacy	E. Writing	3.2 Prints first name
<b>T. Production and Distribution of Writing - Writing Process</b>				
1.4 PK.T With guidance and support from adults and peers, respond to questions and suggestions, add details as needed.	Understand that drawings and dictations can convey meaning to an audience.	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
	Understand that stories may have to be changed to make meaning more clear.	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
	Share work with others.	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
	Participate in discussions about their work.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
	When prompted, make changes to work based on feedback.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment

PA Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items	
V. Conducting Research				
1.4 PK.V Ask questions about topics of personal interest to gain information; with teacher guidance and support, locate information on the chosen topic.	Ask adults for explanations or information using why, how, where, and when questions (e.g., “Why do leaves turn colors?” “Why doesn’t Jamal like pizza?”)	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	Use a variety of resources (e.g., adults and peers, books, digital media, maps, recipes, experts) to find new information.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
W. Credibility, Reliability, and Validity of Sources				
1.4 PK.W With guidance and support, recall information from experiences or books.	Respond to prompts which require reference to prior experiences.	Social-Communication	D. Social Use of Language	2.2 Describes objects; people; and past, present, and future events as part of social exchange
	Relate prior experiences and learning to a current topic.	Social-Communication	D. Social Use of Language	2.2 Describes objects; people; and past, present, and future events as part of social exchange
X. Range of Writing				
Emerging to... Write routinely over short time frames.	Engage in writing opportunities including journaling.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Ask adult to “write down the words” of his/her story or to his/her drawing.	Literacy	E. Writing	1. “Reads” back own dictation to label or caption picture
	Ask to revisit previous work.	Social-Communication	D. Social Use of Language	2.2 Describes objects; people; and past, present, and future events as part of social exchange
1.5 Speaking and Listening				
A. Comprehension and Collaboration - Collaborative Discussion				
1.5 PK.A Participate in collaborative conversations with peers and adults in small and larger groups.	Communicate using detail related to topic being discussed.	Social-Communication	D. Social Use of Language	2.2 Describes objects; people; and past, present, and future events as part of social exchange
	Pose questions related to topic being discussed.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	Allow wait time before responding.	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
	Engage in turn-taking.	Social-Communication	D. Social Use of Language	3.4 Alternates between speaker/listener role during conversations with others

PA Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items	
B. Comprehension and Collaboration - Critical Listening				
1.5 PK.B Answer questions about key details in a text read aloud or information presented orally or through other media.	Respond to a question with an answer or details related to the topic being discussed.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
C. Comprehension and Collaboration - Evaluation				
1.5 PK.C Respond to what a speaker says to follow directions, seek help, or gather information.	Follow two-step directions.	Social-Communication	B. Communicative Understanding	3.1 Follows multi-step directions with contextual cues
	Act upon or respond to simple statements and questions showing understanding of intent.	Social-Communication	B. Communicative Understanding	2.2 Responds to single word directive
D. Presentation of Knowledge and Ideas - Purpose, Audience, and Task				
1.5 PK.D Use simple sentences; share stories, familiar experiences, and interests, speaking clearly enough to be understood by most audiences.	Talk about stories, experiences, and interests using some detail.	Social-Communication	D. Social Use of Language	2.2 Describes objects; people; and past, present, and future events as part of social exchange
	Use appropriate volume to be heard by group, paying attention to inside and outside voices.	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions
	Use appropriate pacing when speaking.	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions
E. Presentation of Knowledge and Ideas - Context				
1.5 PK.E Use simple sentences; express thoughts, feelings, and ideas, speaking clearly enough to be understood by most audiences.	Talk about personal thoughts, feelings, and ideas.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
	Use appropriate volume to be heard by group, paying attention to inside and outside voices.	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions
	Use appropriate pacing when speaking.	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions

PA Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items	
G. Conventions of Standard English				
1.5 PK.G Demonstrate command of the conventions of standard English when speaking based on prekindergarten level and content.	Speak in complete sentences that contain more than three words.	Social-Communication	C. Communicative Expression	1. Produces multiple word sentences to communicate
	Use past tense.	Social-Communication	D. Social Use of Language	2.2 Describes objects; people; and past, present, and future events as part of social exchange
	Use plurals including those which do not end in “s.”	Social-Communication	C. Communicative Expression	2. Uses plural form of pronouns to indicate subjects, objects, and possession in multiple-word sentences
	Use pronouns.	Social-Communication	C. Communicative Expression	2. Uses plural form of pronouns to indicate subjects, objects, and possession in multiple-word sentences
	Use a variety of prepositions.	Social-Communication	C. Communicative Expression	2. Uses plural form of pronouns to indicate subjects, objects, and possession in multiple-word sentences

## Mathematical Thinking and Expression: Exploring, Processing, and Problem-Solving

### 2.1 Numbers and Operations

#### A.1. Counting and Cardinality - Cardinality

2.1 PK.A.1 Know number names and the count sequence.	Name numerals up to 10.	Math	C. Math Symbols	2.2 Labels numerals from 6–10
		Math	C. Math Symbols	1.2 Labels numerals to 5
	Rote count up to 20.	Math	A. Counting	3. Counts out 20 items
	Match a numeral to a set of 0–10 objects.	Math	B. Quantitative Relations	2.2 Creates equivalent sets of 10 items
	Represent a number of objects with a written numeral 0–10.	Math	C. Math Symbols	2. Reads and writes numeral for quantities 6–10
	Differentiate numerals from letters.	Math	C. Math Symbols	3.2 Labels numerals from 11–20
	Counts on when a specific number is provided.	Math	D. Addition and Subtraction	1.2 Counts forward to 10

#### A.2. Counting and Cardinality - Counting

2.1 PK.A.2 Count to tell the number of objects	Subitize (visually quantify) to determine how many; attach a numerical value to a set of objects without counting up to six.	Math	A. Counting	3.1 Counts 20 items to determine “How many?”
	Use one-to-one correspondence when counting to 10.	Math	A. Counting	2. Counts out 10 items
	State the total number of objects counted, demonstrating understanding that the last number named tells the number of objects counted.	Math	A. Counting	3.1 Counts 20 items to determine “How many?”
	Use counting and numbers as part of play and as a means for determining quantity.	Math	A. Counting	3.1 Counts 20 items to determine “How many?”



PA Standard		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>A.3. Counting and Cardinality - Comparing</b>				
2.1 PK.A.3 Compare numbers.	Create sets of objects with same and different amounts.	Math	B. Quantitative Relations	1. Compares items in sets of up to 5 by counting
	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group up to 10.	Math	B. Quantitative Relations	1.3 Uses quantity comparison words
	Compare two numbers between 1 and 5 when presented as written numerals.	Math	B. Quantitative Relations	1.3 Uses quantity comparison words
	Practice use of mathematical vocabulary to compare numbers of objects.	Math	B. Quantitative Relations	1.3 Uses quantity comparison words
<b>MP. Counting and Cardinality - Mathematical Processes</b>				
2.1 PK. MP Use mathematical processes when quantifying, comparing, representing, and modeling numbers.	Engage in numerical play.	Math	A. Counting	3. Counts out 20 items
	Persist in numerical play. (Reference AL.2 PK.C)	Math	A. Counting	3. Counts out 20 items
	When prompted, communicate thinking while engaged in numerical play.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
	Talk and listen to peers during numerical play.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
	Use common forms of numerical representation. (e.g., fingers, tally marks, dots)	Math	B. Quantitative Relations	1. Compares items in sets of up to 5 by counting

## 2.2 Algebraic Concepts

### A.1 Operations and Algebraic Thinking

2.2 PK.A.1 Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	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	1.3 Solves picture or object problems using count all strategy
	Explain adding and subtracting sets of objects up to and including six, using basic math vocabulary. (e.g., putting together, adding to, taking away, taking apart, taking from)	Math	D. Addition and Subtraction	1.3 Solves picture or object problems using count all strategy
	Join sets of objects.	Math	D. Addition and Subtraction	1.5 Demonstrates understanding of concept of addition
	Separate sets of objects.	Math	D. Addition and Subtraction	2.3 Demonstrates understanding of concept of subtraction
	Add objects to a set and tell a number story about it.	Math	D. Addition and Subtraction	1.5 Demonstrates understanding of concept of addition

### MP. Algebraic Concepts - Mathematical Processes

2.2 PK.MP Use mathematical processes when representing relationships.	Engage in mathematical play.	Math	A. Counting	2. Counts out 10 items
	Persist in mathematical play. (Reference AL.2 PK.C)	Math	A. Counting	2. Counts out 10 items
	Problem-solving during mathematical play. (Reference AL.4 PK.C)	Cognitive	D. Reasoning	3.1 Evaluates common solutions to solve problems/reach goals
	When prompted, communicate thinking while engaged in mathematical play.	Math	All	All
	Talk and listen to peers during mathematical play.	Math	All	All
	Use common forms of numerical representation. (e.g., fingers, tally marks, dots)	Math	B. Quantitative Relations	1. Compares items in sets of up to 5 by counting

## 2.3 Geometry

### A.1. Geometry - Identification

2.3 PK.A.1 Identify and describe shapes.	Describe objects in the environment using names of shapes.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Recognize and describe the attributes of geometric figures.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	Describe the relative positions of objects using terms such as above, below, beside, in front of, behind, and next to.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional (solid).	Social-Communication	D. Social Use of Language	2.2 Describes objects; people; and past, present, and future events as part of social exchange

### A.2. Geometry - Application

2.3 PK.A.2 Analyze, compare, create and compose shapes.	Analyze and compare two - and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts, and other attributes.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Model shapes in the world by building shapes from components and drawing shapes.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	Use geoboards to create shapes with rubber bands.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	Use simple shapes to compose larger shapes.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes

PA Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items	
MP. Geometry - Mathematical Processes				
2.3 PK.Mp Use mathematical processes when drawing, constructing, modeling, and representing shapes.	Engage in geometric play.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	Persist in geometric play. (Reference AL.2 PK.C)	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	Problem-solving during geometric play. (Reference AL.4 PK.C)	Cognitive	D. Reasoning	3.1 Evaluates common solutions to solve problems/reach goals
	When prompted, communicate thinking while engaged in geometric play.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
	Talk and listen to peers during geometric play.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
2.4 Measurement, Data, and Probability				
A.1. Measurement and Data - Measurement				
2.4 PK.A.1 Describe and compare measurable attributes of length and weights of everyday objects.	Recognize attributes of objects that can be measured.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Measure objects using non-standard items. (e.g., hands, shoes, yarn, blocks)	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Practice use of standard measurement tools.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Practice using measurement vocabulary.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
	Sort and order by one attribute.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	Use ordinal number words to describe the position of objects (first, second, last).	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
	Compare two objects with a measurable attribute in common to see which object has "more of" / "less of" the attribute and describe the difference.	Math	B. Quantitative Relations	1.3 Uses quantity comparison words

PA Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items	
A.4 Measurement and Data - Data				
2.4 PK.A.4 Classify objects and count the number of objects in each category.	Classify up to 10 objects using one attribute into categories.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	Display the number of objects in each category.	Math	B. Quantitative Relations	1. Compares items in sets of up to 5 by counting
	Count and compare the quantities of each category to describe which category has "more of" / "less of" the attribute.	Math	B. Quantitative Relations	1.3 Uses quantity comparison words
MP. Measurement and Data - Mathematical Processes				
2.4 PK.MP Use mathematical processes when measuring, representing, organizing, and understanding data.	Engage in activities that include measuring, representing, organizing, and understanding data.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	Persist in activities that include measuring, representing, organizing, and understanding data. (Reference AL.2.PK.C)	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	Problem-solve in activities that include measuring, representing, organizing, and understanding data. (Reference AL.4.PK.C)	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	When prompted, communicate thinking while engaged in activities that include measuring, representing, organizing, and understanding data.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
	Talk and listen to peers during activities that include measuring, representing, organizing, and understanding data.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences

## Scientific Thinking and Technology: Exploring, Scientific Inquiry, and Discovery

### 3.1 Biological Sciences

#### A. Living and Non-Living Organisms

##### 1. Common Characteristics of Life

3.1 PK.A.1 Recognize the difference between living and non-living things.	Sort objects by living and non-living.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	Categorize common living things into plants and animals.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes

##### 2. Energy Flow

3.1 PK.A.2 Identify basic needs of plants (water and light) and animals (food, water, and light).	Categorize common living things into plants and animals.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	State that living things need air, food, and water to survive.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	Observe the effect of darkness and light on growing plants.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes

##### 3. Life Cycles

3.1 PK.A.3 Recognize that plants and animals grow and change.	Observe and document the growth of a living thing through drawings, writing, and/or photos.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
		Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	Describe changes in people and animals over time. (e g , losing teeth, growing out of clothing, beans sprouting)	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Care for plants and animals in the classroom.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings

##### 5. Form and Function

3.1 PK.A.5 Name basic parts of living things.	Tell the parts of a person, an animal, or a plant.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
	Draw a picture of a person, an animal, or a plant including most of the major observable features.	Literacy	E. Writing	2. Writes and draws for a variety of purposes

PA Standard		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>9. Science as Inquiry</b>				
3.1 PK.A.9 Participate in simple investigations about living and/or non-living things to answer a question or to test a prediction.	Ask questions about objects, organisms, and events.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	Use the five senses and simple equipment to gather data.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Collect objects during a nature walk.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Describe observations accurately.	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Compare observations with others.	Cognitive	E. Scientific Discovery	4.1 Communicates results of investigations
	Make a prediction about the result of the experiment.	Cognitive	E. Scientific Discovery	2. Anticipates outcome of investigation
<b>B. Genetics</b>				
<b>1 Heredity</b>				
3.1 PK.B.1 Recognize and compare physical characteristics of living things from same species.	Note things that are similar among family members when looking at photographs.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
	Identify characteristics of own family. (e.g., hair color, eye color, and height)	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
	Match parent animal with offspring.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
<b>6. Science as Inquiry</b>				
3.1 PK.B.6 Participate in simple investigations of physical characteristics of living things from same species to answer a question or to test a prediction.	Ask questions about objects, organisms, and events.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	Use the five senses and simple equipment to gather data.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Describe observations accurately.	Cognitive	E. Scientific Discovery	4.1 Communicates results of investigations
	Compare observations with others.	Cognitive	E. Scientific Discovery	4.1 Communicates results of investigations
	Describe observable patterns in objects.	Cognitive	E. Scientific Discovery	4.1 Communicates results of investigations
	Make a prediction about the results of the experiment.	Cognitive	E. Scientific Discovery	2. Anticipates outcome of investigation
	Ask questions about objects, organisms, and events.	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation

PA Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items	
C. Evolution				
3. Unifying Themes (Constancy and Change)				
3.1 PK.C.3 Describe changes that occur in animals.	Identify changes that occur in animals during the seasons.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Describe that some animals, such as bears, hibernate when it gets cold.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
4. Science as Inquiry				
3.1 PK.B.6 Participate in simple investigations of physical characteristics of living things from same species to answer a question or to test a prediction.	Ask questions about objects, organisms, and events.	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
	Use the five senses and simple equipment to gather data.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Describe observations accurately.	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Compare observations with others.	Cognitive	E. Scientific Discovery	4.1 Communicates results of investigations
	Describe observable patterns in objects.	Cognitive	E. Scientific Discovery	4.1 Communicates results of investigations
	Make a prediction about the results of the experiment.	Cognitive	E. Scientific Discovery	2. Anticipates outcome of investigation
3.2 Physical Sciences				
A. Chemistry				
1. Properties of Matter				
3.2 PK.A.1 Sort and describe objects according to size, shape, color, and texture.	Recognize the different types of matter. (e g , solid, liquid, gas)	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Describe objects according to size, shape, color, or properties of matter.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
	Collect items and sort them according to shape, color, or other attributes.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes



PA Standard		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>3. Matter and Energy</b>				
3.2 PK.A.3 Notice change in matter.	Point out when a change in matter occurs.	Cognitive	E. Scientific Discovery	4.2 Demonstrates knowledge of properties of the change resulting from investigations
	Observe differences in water. (e.g., ice cube or snow melting and freezing)	Cognitive	E. Scientific Discovery	4.2 Demonstrates knowledge of properties of the change resulting from investigations
	Notice changes in food substances during cooking.	Cognitive	E. Scientific Discovery	4.2 Demonstrates knowledge of properties of the change resulting from investigations
<b>5. Unifying Themes</b>				
3.2 PK.A.5 Recognize that everything is made of matter.	Recognize that matter takes on different shapes depending upon its type. (e.g., solids have a definite shape, liquids take the shape of their container, gas lacks shape and is present everywhere)	Cognitive	E. Scientific Discovery	4.2 Demonstrates knowledge of properties of the change resulting from investigations
<b>6. Science as Inquiry</b>				
3.2 PK.A.6 Participate in simple investigations of matter to answer a question or to test a prediction.	Ask questions about objects.	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
	Use the five senses and simple equipment to gather data.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
		Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	Experiment with changes in matter.	Cognitive	E. Scientific Discovery	3.2. Manipulates materials to cause change
	Experiment with changes in substances when combined.	Cognitive	E. Scientific Discovery	3.2. Manipulates materials to cause change
	Make a prediction about the results of the experiment.	Cognitive	E. Scientific Discovery	2. Anticipates outcome of investigation
<b>B. Physics</b>				
<b>1. Forces and Motion of Practices and Rigid Bodies</b>				
3.2 PK.B.1 Explore and describe the motion of toys and objects.	Comment about the motion of a variety of objects during play.	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Demonstrate an understanding of fast, slow, back and forth.	Cognitive	E. Scientific Discovery	4.2 Demonstrates knowledge of properties of the change resulting from investigations

PA Standard		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
5. Nature of Waves (Sound and Light Energy)				
3.2 PK.B.5 Create and describe variations of sound.	Categorize and create sounds based on different attributes.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	Listen to sounds from outside or inside and identify if they are loud, soft, high, low.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	Listen to sounds and identify the source.	Cognitive	E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations
	Make sounds with instruments.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
6. Unifying Themes (Energy)				
3.2 PK.B.6 Recognize that light from the sun is an important source of energy for living and non-living systems and some source of energy is needed for all organisms to stay alive and grow.	Recognize basic energy types and sources. (e g , light from the sun, wind, water)	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Describe observations of and comment on basic energy types and sources.	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Identify what plants and animals need to grow.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
7. Science as Inquiry				
3.2 PK.B.7 Participate in simple investigations of energy and motion to answer a question or to test a prediction.	Ask questions about objects.	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
	Use the five senses and simple equipment to gather data.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Experiment with objects or ideas to obtain a result.	Cognitive	E. Scientific Discovery	3.2. Manipulates materials to cause change
	Make predictions about an outcome. (e g , “What might happen to a kite when the wind blows or slows down?”)	Cognitive	E. Scientific Discovery	2. Anticipates outcome of investigation
	Describe observations accurately.	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Compare observations with others.	Cognitive	E. Scientific Discovery	4.1 Communicates results of investigations

### 3.3 Earth and Space Science

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

##### 1. Earth Features and the Processes that Change Them

3.3 PK.A.1 Sort different types of earth materials.	Explore rocks, soil, and sand using a hand magnifier.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	Answer questions about observations of earth matter.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	Use senses and simple tools to explore earth materials.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore

#### 4. Water

3.3 PK.A.4 Identify a variety of uses for water.	Identify ways water can be used. (e.g., drinking, washing, watering plants, putting out fires, boating, and fishing)	Cognitive	E. Scientific Discovery	4.1 Communicates results of investigations
	Explore water during play.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore

##### 5. Weather and Climate

3.3 PK.A.5 Identify seasons that correspond with observable conditions and identify how weather affects daily life.	Name the four seasons and an observable condition for that season. (e.g., falling leaves, snow, rain, buds on trees, or green grass)	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Match types of clothing or activities to seasonal weather conditions. (e.g., we use an umbrella when it is raining; we wear coats, hats, scarves, and mittens when it's cold outside)	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	Use a thermometer as a tool for measuring temperature.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	Talk about current weather events that affect the community.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences

PA Standard		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>7. Science as Inquiry</b>				
3.3 PK.A.7 Participate in simple investigations of earth structures, processes, and cycles to answer a question or to test a prediction.	Ask questions about objects, organisms, and events.	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
	Use the five senses and simple equipment to gather data.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Experiment with different types of earth materials.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Make predictions about an outcome. (e.g., "What might happen if we go out in the snow without our boots?")	Cognitive	E. Scientific Discovery	2. Anticipates outcome of investigation
	Describe observations accurately.	Cognitive	E. Scientific Discovery	4.1 Communicates results of investigations
	Compare observations with others.	Cognitive	E. Scientific Discovery	4.1 Communicates results of investigations
<b>B. Origin and Evolution of the Universe</b>				
<b>1. Comparisons and Structure</b>				
3.3 PK.B.1 Identify objects that can be found in the day or night sky.	Talk about things that can be found in the day or night sky. (e.g., moon, sun, stars, clouds)	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Distinguish between objects found in the day sky and in the night sky.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Observe and describe different types of clouds.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
<b>3. Science as Inquiry</b>				
3.3 PK.B.3 Participate in simple investigations of the objects found in the day or night sky to answer a question or to test a prediction.	Ask questions about objects, organisms, and events.	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
	Use the five senses and simple equipment (e.g., prisms, binoculars) to gather data.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	Describe observations accurately.	Cognitive	E. Scientific Discovery	4.1 Communicates results of investigations
	Compare observations with others.	Cognitive	E. Scientific Discovery	4.1 Communicates results of investigations
	Explore shadows made from the sun.	Cognitive	E. Scientific Discovery	3.2. Manipulates materials to cause change
	Use digital media to explore night sky, constellations, and other solar phenomena.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information

## Environment and Ecology

### 4.1 Ecology

#### A. The Environment

4.1 PK.A Identify living and non-living things in the immediate and surrounding environment.	Sort objects from the immediate environment by living and non-living.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
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#### C. Energy Flow

4.1 PK.C Identify that plants need the sun to grow.	Participate in experiments that show the effects on plant growth when the sun is removed as a source of energy.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
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#### D. Biodiversity

4.1 PK.D Identify basic needs of living things.	Reference 3.1.PK.A.2			
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#### E. Succession

4.1 PK.E Identify the change of seasons in the environment.	Name the four seasons and an observable condition for that season. (e.g., falling leaves, snow, rain, buds on trees, or green grass)	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Match types of clothing or activities to seasonal weather conditions.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	Use a thermometer as a tool for measuring temperature.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information

### 4.2 Watersheds and Wetlands

#### A. Watersheds

4.2 PK.A Identify various types of moving water in Pennsylvania.	Identify bodies of water (e.g., rivers, lakes, streams, creeks, puddles) in the local area.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Differentiate between water that moves and water that is still.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function

PA Standard		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>B. Wetlands</b>				
4.2 PK.B Identify a wetland as an ecosystem in Pennsylvania.	Understand that an ecosystem is a community of living things and everything that surrounds them.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Understand that a wetland is an ecosystem in which the living things depend on a large amount of water for survival.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Participate in classroom activities about wetlands.	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small group activities
<b>C. Aquatic Ecosystem</b>				
4.2 PK.C Describe an aquatic (water) and terrestrial (land) habitat.	Understand that a habitat is where a living thing finds its basic needs for survival.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Describe different places animals can live.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
	Match animals to an aquatic (water) or terrestrial (land) habitat.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	Include a description of a specific habitat in drawing, creations, or dictations.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
<b>4.3 Natural Resources</b>				
<b>A. Use of Natural Resources</b>				
4.3 PK.A Identify how the environment provides for the needs of people in their daily lives.	Understand that the things we use can be made from things found in the environment.	Cognitive	E. Scientific Discovery	4.3 Shows awareness that manipulation of materials or processes prompted change in those materials or processes
	Match simple items used by people to its natural resource. (e.g., milk to cow, wood for building to tree, wool to sheep)	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attributes

PA Standard		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
B. Availability of Natural Resources				
4.3 PK.B Identify natural resources available to people in their daily lives.	Understand that natural resources are materials that come from the environment and are used by people.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Discuss and use natural items collected from the immediate environment.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
4.4 Agriculture and Society				
A. Food and Fiber Systems				
4.4 PK.A Identify what plants and animals need to grow.	Reference 3.1.PK.A.2			
C. Applying Sciences to Agriculture				
4.4 PK.C Recognize that plants and animals grow and change.	Reference 3.1.PK.A.3			
D. Technology Influences on Agriculture				
4.4 PK.D Identify basic tools used in gardening at home and at school.	Discuss and answer questions about gardening.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
	Use basic gardening tools.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
4.5 Humans and the Environment				
A. Sustainability				
4.5 PK.A Identify what people need to survive.	State that people are living things.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
	Label human needs as air, food, water, shelter, clothing.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences

PA Standard		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>B. Integrated Pest Management</b>				
4.5 PK.B Identify things in the natural environment that can be harmful to people, pets, and other living things.	Recognize and avoid unsafe things and situations within the immediate natural environment.	Adaptive	D. Personal Safety	3.1 Responds appropriately to warnings of dangerous external conditions or substances
	Discuss plants, insects, and animals that could be harmful; share personal experiences when relevant.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
<b>C. Pollution</b>				
4.5 PK.C Identify ways people pollute the environment.	Identify how litter can have a negative impact on the environment.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Participate in experiments that show how litter can impact the environment.	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small group activities
	Identify ways that litter should be handled.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
<b>D. Waste Management</b>				
4.5 PK.D Describe how everyday human activities generate waste.	Sort waste into those things that can be recycled and those things that cannot.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	Practice recycling as part of classroom routine.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
<b>15.4 Computer and Information Technology</b>				
<b>A. Influence of Emerging Technologies</b>				
15.4 PK.A Identify various technologies used in the classroom and at home.	Label technology with appropriate vocabulary when using or shown. (e.g., telephone, cell phone, computer, TV, camera, tablet, e-reader, Smart board)	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
	Discuss personal experiences with technology.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences



PA Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items	
B. Digital Citizenship				
15.4 PK.B Demonstrate responsible use of technology and equipment.	Perform basic tasks using technological equipment. (e.g., turning on a computer, taking a picture with a digital camera, pushing play button on a tape recorder)	Fine Motor	D. Use of Electronic Devices	1. Uses finger to interact with electronic device
	Use technology and components for intended purpose.	Fine Motor	D. Use of Electronic Devices	1. Uses finger to interact with electronic device
	Follow established rules (e.g., time limit, handling with care, putting away) when using technology.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
	Choose technologies that are appropriate for an identified task.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
C. Hardware				
15.4. PK.C With prompting and support, identify peripheral devices of computer system including input and output devices.	Label computer components (e.g., mouse, printer, keyboard, screen) with appropriate terms when using.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
D. Input Technologies				
15.4 PK.D Demonstrate the correct use of simple input technologies (e.g., mouse, touch screen, microphone, etc.).	Perform basic tasks using simple input technologies. (e.g., mouse, touch screen, microphone, etc.)	Fine Motor	D. Use of Electronic Devices	1. Uses finger to interact with electronic device
	Use input technologies for intended purpose.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
	Follow established rules (e.g., time limit, handling with care, putting away) when using input technologies.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments

PA Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items	
G. Software/Applications				
15.4 PK.G With help and support, select and use various software/ applications for an intended purpose.	Describe a purpose for use of software/ application.	Social- Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
	Choose software/application from choices provided by the teacher.	Social- Communication	A. Early Social Communication	4.2 Makes choices to express preferences
K. Digital Media				
15.4 PK.K With help and support, identify similarities and differences between text, graphics, audio, animation, and video.	Describe various types of media, what technology is used to convey them, and some components (e.g., words, images, video) of them.	Social- Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
	Describe preferences for various types of media.	Social- Communication	A. Early Social Communication	4.2 Makes choices to express preferences
L. Technology Research				
15.4 PK.L With help and support, use web browser to locate content- specific websites.	Generate or choose a topic to learn about.	Social- Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
	Follow teacher or peer directions to use web browser to locate information specific to chosen topic.	Social- Communication	B. Communicative Understanding	3.1 Follows multi-step directions with contextual cues
M. Emerging Technologies in Careers				
15.4 PK.M With help and support, identify various technologies used in the workplace.	Attempt to use model and real medical equipment as it is used at the doctor’s office during play.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Identify the types of tools and materials used in construction.	Social- Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
	Talk about various types of vehicles used in the workplace. (e.g., construction vehicles, fire- fighting vehicles, boats, airplanes)	Social- Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
	Practice using hammers and nails or screws and screwdrivers in a construction center.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play

## Social Studies Thinking: Connecting to Communities

### Civics and Government

#### 5.1 Principles and Documents of Government

##### A. Rule of Law

5.1 PK.A State rules and their consequences.	Describe classroom rules.	Social-Emotional	E. Meeting Social Expectations	3. Follows context-specific rules
	Explain a consequence for breaking a classroom rule.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments

##### F. Symbols

5.1 PK.F Identify basic American symbols. (e.g., American flag)	Discuss images, pictures or items that are symbols of America.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
	Identify the American flag.	Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos
	Replicate the American flag using art materials.	Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos

#### 5.2 Rights and Responsibilities of Citizenship

##### A. Civic Rights and Responsibilities

5.2 PK.A Identify self-membership of a group such as the class or family.	Display awareness of role as member of a group.	Social-Emotional	D. Independent and Group Participation	1. Interacts appropriately with others during small group activities
	Participate in decision-making.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Participate in classroom and family responsibilities.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Talk about responsibilities at home.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
	Work cooperatively with other children to achieve an outcome.	Social-Emotional	C. Interactions with Peers	3.2 Joins others in cooperative activity

PA Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items	
B. Conflict and Resolution				
5.2 PK.B Identify a problem and discuss possible solutions with adult assistance. *See also 16.2 PK.D	Identify one or two solutions to a problem.	Cognitive	D. Reasoning	3.1 Evaluates common solutions to solve problems/reach goals
	Attempt to solve a conflict with a peer.	Cognitive	D. Reasoning	3.1 Evaluates common solutions to solve problems/reach goals
	Work with a peer to develop a solution to a problem. (e.g., ways to share the play dough when there isn't enough)	Cognitive	D. Reasoning	3.1 Evaluates common solutions to solve problems/reach goals
	Suggest simple solutions to conflict which are most often based upon own needs and desires.	Cognitive	D. Reasoning	3.1 Evaluates common solutions to solve problems/reach goals
C. Government Services				
Emerging to... Identify classroom projects/activities that support leadership and service.	Show interest in leadership opportunities.	Social-Emotional	B. Social-Emotional Expression and Regulation	3.1 Explains or shows others how to do tasks mastered
	Choose a leader for a classroom project.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Ask to be the line leader.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	Request to help teacher.	Social-Emotional	B. Social-Emotional Expression and Regulation	3.1 Explains or shows others how to do tasks mastered
5.3 How Government Works				
C. Government Services				
5.3 PK.C Identify community workers through their uniforms and equipment.	Match descriptions of people's work in a community with picture illustrating the job.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	Act out roles of community workers in dramatic play.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Relay personal experiences to describe the work that community workers do.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences

PA Standard		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>F. Conflict and the Court System</b>				
5.3 PK.F Identify appropriate behaviors for responsible classroom citizens.	Use inside voices while indoors and outside voices when outdoors.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Cooperate in both large and small group activities that are facilitated by adult.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Follow rules and routines in classroom.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Respond with empathy to others who are upset.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Recognize when someone needs help and offer assistance.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Respect another's attempts to complete tasks independently.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
<b>Economics</b>				
<b>6.1 Scarcity and Choice</b>				
<b>A. Scarcity and Choice</b>				
Emerging to... Identify how scarcity influences choice.	Understand that some resources are limited.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Notice when materials are running low. (e.g., "We need more paper in the art area.")	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
	Offer to share materials when materials are scarce. (e.g., one shovel in sensory table)	Social-Emotional	C. Interactions with Peers	3.3 Shares or exchanges objects
	Show preference for one material/center, but choose a different material/center when materials are scarce or center is full.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
<b>B. Limited Resources</b>				
Emerging to... Identify family wants and needs.	Identify what people need to survive.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Demonstrates awareness of one's own preferences.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Identify personal wants.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences

PA Standard		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>D. Incentives and Choice</b>				
6.1 PK.D Identify a choice based on individual interest.	Make a choice and explain the reason for the choice.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Provide a reason for choosing to play in a particular center that shows interest in specific materials or people.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
<b>6.2 Markets and Economic Systems</b>				
<b>C. Advertising and Media</b>				
Emerging to... Identify advertisements that encourage us to buy things.	Recognize logos (environmental print) from local businesses.	Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos
	Discuss advertisements. (e.g., radio, print, TV)	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
<b>D. Price Determination</b>				
6.2 PK.D Explain how money is used.	Identify that money is used to buy things.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	State that money can be saved.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Use pretend money while engaging in dramatic play activities.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Practice exchanging play money for goods.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
<b>6.3 Functions of Government</b>				
<b>D. Government's Role in International Trade</b>				
6.3 PK.D Identify products produced locally.	Name items that come from farms, factories, and/or businesses within the community.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
	Talk about products that can be found around their homes.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences

PA Standard		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>6.5 Income, Profit, and Wealth</b>				
<b>A. Factors Influencing Wages</b>				
6.5 PK.A Differentiate between work and play.	Respond that adults work to earn money.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Relate that work involves performing an activity that is chosen and directed by someone else, and has a specific goal.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Relate that play is a self-selected activity that may or may not have a specific purpose.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
<b>C. Types of Business</b>				
6.5 PK.C Identify local businesses.	Participate in role play that is related to a local business. (e.g., pet store, hair salon, restaurant)	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Describe where customers go to acquire specific goods or services. (e.g., food purchased at grocery store, hammer and nails purchased at hardware store)	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
<b>Geography</b>				
<b>7.1 Basic Geographic Literacy</b>				
<b>A. Geographic Tools</b>				
7.1 PK.A Explain how a map is a representation of places.	Use a simple map.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	Use available materials (e.g., blocks) to represent buildings, roads, or houses.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Include representations of roads, bodies of water, and buildings in play.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Discuss tools used to locate places.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	Use the term “map.”	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences

PA Standard		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>B. Location of Places and Regions</b>				
Emerging to... Describe the location of places in the home, school, and community to gain an understanding of relative location.	Describe the location of items/areas in the classroom and at home.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
	Use directionality, size, and position (e.g., left, right, first, last, little, big, top, bottom) to describe location.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
	Place pictures of common household items in the proper rooms of a floor plan.	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Listen to directions and retrieve items.	Social-Communication	B. Communicative Understanding	3.1 Follows multi-step directions with contextual cues
<b>7.2 Physical Characteristics of Places and Regions</b>				
<b>A. Physical Characteristics</b>				
7.2 PK.A Describe the characteristics of home and frequently visited locations to gain an understanding of physical features.	Describe simple characteristics of home. (e.g., type of dwelling, where located, what surrounds it)	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
	Identify familiar places in the neighborhood.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
	Describe simple characteristics of business or community structures. (e.g., type of dwelling, where located, what surrounds it)	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences



## History

## 8.1 Historical Analysis and Skills Development

## A. Continuity and Change Over Time

8.1 PK.A Identify a sequence of events through a day.	Demonstrate an understanding of past, present, and future. (e.g., today is __, yesterday was __, and tomorrow will be __, recall information from the immediate past, sequence pictures of self from birth to present)	Social-Communication	D. Social Use of Language	2.2 Describes objects; people; and past, present, and future events as part of social exchange
	Describe the daily routine. (e.g., what happens first, before lunch, after lunch, at end of day)	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
	Show anticipation for regularly-scheduled events.	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
	Use words to describe time. (e.g., yesterday, today, tomorrow, o'clock)	Social-Communication	D. Social Use of Language	2.2 Describes objects; people; and past, present, and future events as part of social exchange

## C. Research

8.1 PK.C Understand that information comes from many sources such as books, computers, and newspapers.	Label types of media and what information can be gained. (e.g., recipes from a cookbook, prices from an advertisement)	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
	Locate information on identified topics using media. (e.g., music, books, maps, TV programming, newspapers, magazines, movies, Internet, applications, advertising)	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences

## Creative Thinking and Expression: Communicating Through the Arts

### 9.1.M Production and Performance - Music and Movement

#### A. Elements and Principles

9.1.M PK.A Know and use basic elements and principles of music and movement.	Practice rhythms in different forms of music and dance.	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people and objects
	Explore rhythm instruments.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Use rhythm instruments as intended.	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small group activities
	Participate in teacher-guided music and movement activities.	Social-Emotional	D. Independent and Group Participation	1.3 Remains with group during small group activities
	Participate in group movement activities demonstrating an awareness of shared space.	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small group activities
	Demonstrate an understanding of “fast,” “slow,” “loud,” and “soft.”	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts

#### B. Demonstration

9.1.M PK.B Respond to different types of music and dance through participation and discussion.	Participate in teacher-guided music and movement activities.	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small group activities
	Sing familiar songs, chants, and finger plays.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play with caregivers and/or peers
	Dance to different types of music.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Discuss music and movement experiences.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences

PA Standard		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
E. Representation				
9.1.M PK.E Use imagination and creativity to express self through music and dance.	Initiate music and movement activities.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Select music and movement area during free choice.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Improvise songs and rhythmic patterns.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Change words or tune of familiar songs to make new songs.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Use body to represent form in space, finger plays, or stories.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
J. Technologies				
9.1 M.PK.J Use a variety of technologies for producing or performing works of art.	Explore musical instruments.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Use instruments to accompany music.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Use instruments as intended.	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small group activities
	Use age appropriate digital media applications to create music.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Use a variety of props to enhance movement activities. (e.g., scarves, bean bags, ribbons)	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Use recording devices (e.g., voice recorder, video recorder) to capture music and/or movement performances.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects

## 9.1.D Production and Performance - Dramatic and Performance Play

### B. Demonstration

9.1.D PK.B Recreate a dramatic play experience for an audience.	Create various voice inflections and facial expressions in play.	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions
	Change voice inflections when recreating various characters.	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions
	Direct peers or follow peers' instructions about dramatic play schemes.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Act out stories with guidance of the adult.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play

### E. Representation

9.1.D PK.E Use imagination and creativity to express self through dramatic play.	Use nonconforming objects to create representations of real-life objects or activities.	Cognitive	D. Reasoning	1. Uses object to obtain another object
	Represent fantasy and real-life experiences through pretend play.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Imitate roles of people, animals, or objects observed in life experiences.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Use props and costumes during dramatic play.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Create props from available materials.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play

## 9.1.V Production and Performance - Visual Arts

### A. Elements and Principles

9.1.V PK.A Know and use basic elements of visual arts.	Participate in teacher-guided visual arts activities.	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small group activities
	Choose art center during free choice.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Demonstrate an understanding of "color," "shape," and "line."	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Create a picture using different colors, varying the intensity of strokes and combining colors.	Literacy	E. Writing	2. Writes and draws for a variety of purposes

PA Standard		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>B. Demonstration</b>				
9.1.V PK.B Combine a variety of materials to create a work of art.	Participate in teacher-guided visual arts activities.	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small group activities
	Choose art center during free choice.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Use a variety of materials. (e.g., chalk, paint, crayons, pencils, markers, wood, play dough)	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Draw to explore and extend themes in the classroom.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
<b>E. Representation</b>				
9.1.V PK.E Use imagination and creativity to express self through visual arts.	Participate in teacher-guided visual arts activities.	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small group activities
	Choose art center during free choice.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Draw self-portrait.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Create a work of art to represent a real or imagined object, animal, or person.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Use a growing number of details and make more realistic representations.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Choose different art materials to represent different types of thoughts or feelings.	Literacy	E. Writing	2. Writes and draws for a variety of purposes

PA Standard		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>J. Technologies</b>				
9.1.V PK.J Use a variety of technologies for producing works of art.	Explore a variety of art materials and tools.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Participate in teacher-guided visual arts activities.	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small group activities
	Choose art center during free choice.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Use art materials and tools as intended.	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small group activities
	Manipulate materials in a variety of ways. (e.g., pounding, squeezing, cutting, rolling)	Cognitive	E. Scientific Discovery	3.2. Manipulates materials to cause change
	Use age-appropriate digital media applications to create works of art.	Cognitive	E. Scientific Discovery	3.2. Manipulates materials to cause change
	Use recording devices (e.g., digital camera, video recorder) to capture works in progress and finished works of art.	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small group activities
<b>9.2 Historical and Cultural Context of Works in the Arts</b>				
<b>D. Perspective</b>				
9.2 PK.D Explain that instruments or art forms represent cultural perspectives.	Explore instruments from different cultures.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Participate in discussions about where various instruments and art forms originate.	Social-Emotional	D. Independent and Group Participation	1. Interacts appropriately with others during small group activities
	Identify cultures represented by various art forms.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
<b>9.3 Critical Response to Works in the Arts</b>				
<b>F. Identification</b>				
9.3 PK.F Recognize and name a variety of art forms.	Identify a photo, painting, drawing, dance, and songs.	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, and/or events

PA Standard		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>G. Critical Response</b>				
9.3 PK.G Formulate and share an opinion about others' art products.	Observe, applaud, or comment on the works of others.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
	Share an opinion about art work when asked, "What do you think this is about?"	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
<b>9.4 Aesthetic Response to Works in the Arts</b>				
<b>B. Emotional Response</b>				
9.4 PK.B Demonstrate an emotional response to viewing or creating various art works.	Respond through body language, facial expression, or oral language.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Respond through humming, swaying, tapping foot to others' work.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Respond at appropriate times (laugh, sigh) at others' performance.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate

## Health, Wellness, and Physical Development: Learning About My Body

### 10.1 Concepts of Health

#### B. Interaction of Body Systems

10.1 PK.B Identify and locate body parts.	Participate in body identification games and songs . (e .g ., Hokey Pokey)	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
	Point to specific body parts when asked.	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, and/or events
	Draw pictures that include some body parts.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Participate in discussions about the functions of specific body parts.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences

#### C. Nutrition

10.1 PK.C Identify foods that keep our body healthy.	Identify healthy and unhealthy foods.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	Classify foods by their food groups. (e.g., fruits, vegetables, dairy)	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	Make healthy food choices.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences

#### D. Alcohol, Tobacco, and Chemical Substances

10.1 PK.D Identify and discuss the purposes of medicine.	Identify that medicine can be used to stay healthy.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
	Discuss times when medicine may be needed.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
	Discuss safety practices related to proper medicine use.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences



PA Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items	
E. Health Problems and Disease Prevention				
10.1 PK.E Identify and discuss common health problems.	Participate in discussions about infectious (e.g., colds, flu, chicken pox, pink eye) and non-infectious illnesses (e.g., asthma, allergies)	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
	Discuss the concept of “germs.”	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
	Participate in activities that exemplify the spread of germs .	Social-Emotional	D. Independent and Group Participation	2. Interacts appropriately with others during large group activities
10.2 Healthful Living				
A. Health Practices, Products, and Services				
10.2 PK.A Identify fundamental practices for good health.	Practice basic hygiene routines with adult reminders. (e.g., hand washing, tooth brushing, cover nose and mouth when sneezing)	Adaptive	B. Personal Care Routines	3. Completes all steps for personal hygiene, including brush teeth, comb hair, and wipe nose
	Explain that we need to eat well, get rest, and exercise to stay healthy.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
	Identify people that help keep us healthy. (e.g., doctor, nurse, or dentist; gym teacher)	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, and/or events
	Identify specific practices that support body development and function. (e.g., exercise, good nutrition, rest)	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences

PA Standard		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>E. Health and the Environment</b>				
10.2 PK.E Identify environmental factors that affect health.	Discuss plants, insects, and animals that could be harmful; share personal experiences when relevant.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
	Identify harmful substances.	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety
	Discuss how we protect our bodies in different seasons. (e.g., use sunscreen in summer, wear warm clothing in winter)	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
<b>10.3 Safety and Injury Prevention</b>				
<b>A. Safe and Unsafe Practices</b>				
10.3 PK.A Recognize safe and unsafe practices.	Identify and follow basic safety rules. (e.g., on playground, in classroom, on field trip, crossing street)	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
	Identify the consequence of an unsafe behavior.	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
	Identify and avoid unsafe practices. (e.g., playing with matches, talking to strangers)	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety
	Explain how community helpers (e.g., firefighters, police officers) can keep us safe.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
<b>B. Emergency Responses</b>				
10.3 PK.B Recognize emergency situations and discuss appropriate responses.	Identify procedures for a variety of emergencies. (e.g., fire, tornado, intruder, medical emergency)	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety
	Participate in discussions that differentiate between emergencies and non-emergencies.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
	Practice emergency procedures.	Adaptive	D. Personal Safety	2.1 Complies with graphic or written warning signs and symbols, including traffic signals and poison labels

## 10.4 Physical Activity - Gross Motor Coordination

### A. Control and Coordination

10.4 PK.A Demonstrate coordination of body movements in active play.	Combine large motor movements with the use of equipment. (e.g., ride a tricycle, using feet to pedal; catch a ball; throw a bean bag or ball overhand with aim; kick a ball)	Gross Motor	C. Active Play	3. Rides and steers bicycle
	Move and stop with control.	Gross Motor	B. Movement and Coordination	5. Runs avoiding people, furniture, or other objects
	Use outdoor gross motor equipment.	Gross Motor	C. Active Play	3. Rides and steers bicycle
	Run with control and direction.	Gross Motor	B. Movement and Coordination	5. Runs avoiding people, furniture, or other objects
	Engage in gross motor games. (e.g., Hokey Pokey, London Bridge, Simon Says)	Gross Motor	B. Movement and Coordination	All
	Perform a variety of movement alongside and with a partner	Gross Motor	B. Movement and Coordination	All

### B. Balance and Strength

10.4 PK.B Exhibit balance while moving on the ground or using equipment.	Engage in large motor activities that require strength and balance. (e.g., marching, hopping, running, jumping, dancing, walking tip-toe)	Gross Motor	B. Movement and Coordination	6. Jumps forward
	Walk on a balance beam.	Gross Motor	B. Movement and Coordination	3.1 Walks without support
	Climb stairs using alternating feet.	Gross Motor	B. Movement and Coordination	4. Alternates feet going up and down stairs
	Participate in an obstacle course going through tunnels, over or under equipment.	Gross Motor	B. Movement and Coordination	All

## 10.5 Concepts, Principles, and Strategies of Movement - Fine Motor Development

### A. Strength, Coordination, and Muscle Control

10.5 PK.A Use hands, fingers, and wrists to manipulate objects.	Practice manual self-help skills. (e.g., zipping, snapping, buttoning)	Adaptive	C. Dressing and Undressing	1.1 Unfastens garments
	Practice using scissors.	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
	Use tongs or tweezers to pick up objects.	Fine Motor	C. Mechanics of Writing	1. Holds writing tool using three-finger grasp to write or draw
	Manipulate smaller objects. (e.g., pegs into a pegboard, puzzle pieces, stringing beads)	Fine Motor	B. Functional Skill Use	3.1 Assembles toy that requires putting pieces together

### B. Eye/Hand Coordination

10.5 PK.B Coordinate eye and hand movements to perform a task.	Act out finger plays with hands and fingers.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play with caregivers and/or peers
	Use scissors to cut on a straight line.	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
	Complete self-help skills such as zip, snap, or button.	Adaptive	C. Dressing and Undressing	2.1 Fastens garments
	Manipulate smaller objects. (e.g., pegs into a pegboard, puzzle pieces, stringing beads)	Fine Motor	B. Functional Skill Use	3.1 Assembles toy that requires putting pieces together
	Use tools to pour. (e.g., funnels, basters, and pitchers)	Adaptive	A. Eating and Drinking	6.1 Pours liquid into variety of containers

### C. Use of Tools

10.5 PK.C Use tools that require use of fingers, hands, and/or wrists to accomplish a task.	Use writing and drawing implements with functional grasp (pincer grasp).	Fine Motor	C. Mechanics of Writing	1. Holds writing tool using three-finger grasp to write or draw
	Use a variety of art tools (e.g., glue sticks, paint brushes, scissors) for a specific purpose .	Fine Motor	A. Reach, Grasp, Hold, and Release	2.1 Grasps hand-size object
	Use tools (e.g., broom, dust pan brush, gardening tools) to complete classroom jobs	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Use utensils for eating appropriately.	Adaptive	A. Eating and Drinking	3. Eats with eating utensils
	Use cup or glass for drinking.	Adaptive	A. Eating and Drinking	4.2 Drinks from container held by adult

## Social and Emotional Development: Student Interpersonal Skills

### 16.1 Self-Awareness and Self-Management

#### A. Manages Emotions and Behaviors

16.1 PK.A Distinguish between emotions and identify socially accepted ways to express them.	Recognize and label basic feelings.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
	Express feelings that are appropriate to the situation.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Express feelings verbally or through play and artistic representation.	Social-Communication	C. Communicative Expression	1. Produces multiple word sentences to communicate
	Name a range of feelings. (e.g., excited, scared, angry, surprised).	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Control negative responses by expressing them in appropriate ways. (e.g., talking with a peer or telling a teacher)	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states

#### B. Influences of Personal Traits on Life

16.1 PK.B Recognize that everyone has personal traits which guide behavior and choices.	Demonstrate awareness of self and one's own preferences.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Know and state independent thoughts and feelings.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Show pride in own accomplishments.	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
	Demonstrate confidence in own abilities. (e.g., "I can kick that ball really far.")	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
	Choose materials and activities based on preferences and personal interests.	Social-Emotional	B. Social-Emotional Expression and Regulation	4.2 Makes choices to express preferences

PA Standard	AEPS-3 Area		AEPS-3 Strand	AEPS-3 Items
C. Resiliency				
16.1 PK.C Recognize that everyone makes mistakes and that using positive coping skills can result in learning from the experience.	Stay calm when something does not go the way intended.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Strive to correct mistakes.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Move forward with a second attempt at something after the first attempt was unsuccessful.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Ask for help with a task after an unsuccessful attempt.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
D. Goal-Setting				
16.1 PK.D Establish goals independently and recognize their influence on choices.	Set and discuss goals for play and activities when asked.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences

## 16.2 Establishing and Maintaining Relationships

### A. Relationships - Trust and Attachment

16.2 PK.A Interact with peers and adults in a socially acceptable manner.	Engage in reciprocal conversation with familiar peers and adults.	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
	Respond to familiar adult's questions and directions.	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
	Demonstrate appropriate affection for familiar adults and peers.	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	Seek out companionship from another child.	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	Use words denoting friendship.	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	Ask a child to play. (e.g., "Do you want to make a block house with me?").	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	Play cooperatively with a few peers for a sustained period of time.	Social-Emotional	C. Interactions with Peers	3.1 Initiates cooperative activity
	Respond with empathy to others who are upset.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Share and take turns.	Social-Emotional	C. Interactions with Peers	3.3 Shares or exchanges objects
	Respect feelings and belongings of others.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions

PA Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items	
B. Diversity				
16.2 PK.B Identify similarities and differences between self and others.	Understand that each person has a set of unique characteristics.	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings
	Make drawings of people, including self-portraits, depicting body parts, clothing, and other physical characteristics.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Label personal characteristics.	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings
	Discuss the similarities and differences between self and others.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	Understand that family structures may differ from one family to another.	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings
	Understand that the thoughts and feelings of others may differ from own.	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings
	Demonstrate respect for children’s differences, including differences in thoughts and feelings.	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings
C. Communication				
16.2 PK.C Engage in reciprocal communication with adults and peers.	Communicate using detail related to topic being discussed including topics of personal interest, and special events.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
	Pose questions related to topic being discussed.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	Respond to questions posed by adults and peers.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
	Allow wait time before responding.	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
	Engage in turn-taking.	Social-Emotional	C. Interactions with Peers	3.3 Shares or exchanges objects



PA Standard	AEPS-3 Area		AEPS-3 Strand	AEPS-3 Items
D. Managing Interpersonal Conflicts				
16.2 PK.D Recognize that conflict occurs and distinguish between appropriate and inappropriate ways to resolve conflict.	Use appropriate words and actions to express one’s own desires.	Social-Emotional	D. Independent and Group Participation	#REF!
	Identify a problem and discuss possible solutions.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Solve simple conflicts with peers with independence . (e .g ., share, take turns, apologize, try something else, ask for help)	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Begin to negotiate conflicts that arise using words before seeking help.	Social-Emotional	D. Independent and Group Participation	4. Resolves conflicts using negotiation
	Use words during a conflict instead of physically responding.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Accept and attempt teacher’s or others’ ideas about new strategies to solve a conflict.	Cognitive	D. Reasoning	3.1 Evaluates common solutions to solve problems/reach goals
E. Support - Asking for Help				
16.2 PK.E Ask for and accept offers of help when needed or appropriate.	Attempt tasks independently before asking for help.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Recognize when help is needed.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
	Recognize appropriate sources of help. (e.g., familiar adult, community helpers, peers)	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
	Ask for adult help to solve a problem or to complete a task.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
	Respond appropriately to offers of help. (e.g., “That’s okay, I can do it.” or “Yes, thank you.”)	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences

## 16.3 Decision-Making and Responsible Behavior

### A. Decision-Making Skills

16.3 PK.A Interpret the consequences of choices.	Recognize unsafe situations and tell an adult.	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety
	Tell a peer when a rule is broken.	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety
	Warn a peer about a safety risk on the playground.	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety
	Encourage two friends who are having a dispute to "use their words and work it out."	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
	Discuss the reasons for having rules.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences

### B. Understanding Social Norms (Social Identity)

16.3 PK.B Recognize there are socially acceptable ways to behave in different places.	Make transitions between places and people with minimal distress.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Use inside voices while indoors and outside voices when outdoors.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Cooperate in both large and small group activities that are facilitated by adult.	Social-Emotional	D. Independent and Group Participation	2. Interacts appropriately with others during large group activities
	Apply classroom rules to new situations.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Adjust to changes in routines and activities.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Follow rules and routines in classroom and other settings with reminders.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments

### C. Responsible Active Engagement - Empathy

16.3 PK.C Actively engage in assisting others when appropriate.	Respond with empathy to others who are upset.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Recognize when someone needs help and offer assistance.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Respect another's attempts to complete tasks independently.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions