



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 [2024] with the areas, strands, goals, and objectives of *Assessment, Evaluation, and Programming System for Infants and Children, Third Edition (AEPS®-3)*.

References

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

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Pennsylvania Department of Human Services and Pennsylvania Department of Education. (2024). *Pennsylvania Learning Standards for Early Childhood: Pre-Kindergarten*. Retrieved from: <https://www.pakeys.org/wp-content/uploads/2025/04/2025-PreK-ELS.pdf>

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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. Risk-Taking

| | | | | |
|---------------|--|------------------|---|---|
| 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 |

PA Standard

AEPS-3 Area

AEPS-3 Strand

AEPS-3 Items

C. Stage of Play

| | | | | |
|---------------|---|----------------------|--|---|
| 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 |
| 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 |

AL.2 Organizing and understanding Information

A. Engagement and Attention

| | | | | |
|---------------|--|------------------|--|---|
| 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 |
| 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 |

PA Standard

AEPS-3 Area

AEPS-3 Strand

AEPS-3 Items

B. Task Analysis

| | | | | |
|---------------|--|----------------------|---|---|
| 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 |
| 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 |

PA Standard

AEPS-3 Area

AEPS-3 Strand

AEPS-3 Items

C. Persistence

| | | | | |
|---------------|---|----------------------|---|---|
| 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 |
| 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 |

PA Standard

AEPS-3 Area

AEPS-3 Strand

AEPS-3 Items

D. Patterning

| 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 |

E. Memory

| | | | | |
|---------------|--|----------------------|-------------------------------|---|
| 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 |
| 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 |

AL.3 Applying Knowledge

A/B Creativity/Invention

| | | | | |
|---------------|---|----------------------|-------------------------------|---|
| 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 |
| Older Toddler | 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 |

C. Representation

| | | | | |
|---------------|---|------------------|----------------------------|---|
| 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 |
| 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 |

AL.4 Learning through Experience

A. Making Connections

| | | | | |
|---------------|---|----------------------|---|---|
| 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 |
| 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 |

PA Standard

AEPS-3 Area

AEPS-3 Strand

AEPS-3 Items

B. Resiliency

| | | | | |
|---------------|--|------------------|---|---|
| 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 |

C. Problem-Solving

| | | | | |
|--------|--|-----------|------------------------|--|
| 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 |

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. Influences of Personal Traits on Life | | | | |
| 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 |
| C. Resiliency | | | | |
| 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 |
| D. Goal-Setting | | | | |
| 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 |
| E. Identity Development | | | | |
| 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 |
| 16.2 Establishing and Maintaining Relationships | | | | |
| A. Relationships - Trust and Attachment | | | | |
| 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. Diversity | | | | |
| 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 |
| 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 |

| | PA Standard | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|--|---|----------------------|-------------------------------|---|
| 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 |
| C. Communication | | | | |
| 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 |
| D. Managing Interpersonal Conflicts | | | | |
| 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 |

PA Standard

AEPS-3 Area

AEPS-3 Strand

AEPS-3 Items

E. Support - Asking for Help

| | | | | |
|---------------|---|----------------------|-------------------------------|---|
| 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 |
| 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 tasks 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 |

16.3 Decision-Making and Responsible Behavior

A. Decision-Making Skills

| | | | | |
|---------------|---|----------------------|--------------------------------|---|
| 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 |
| 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 activity. | 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 |

PA Standard

AEPS-3 Area

AEPS-3 Strand

AEPS-3 Items

B. Understanding Social Norms (Social Identity)

| | | | | |
|---------------|---|----------------------|--|---|
| 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 |
| 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 |

C. Responsible Active Engagement - Empathy

| | | | | |
|---------------|--|------------------|---|---|
| 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 |
| 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 |

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. Print Concepts

| | | | | |
|---------------|---|----------------------|---------------------------------------|---|
| 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 |

C. Phonological Awareness

| | | | | |
|---------------|--|-----------|-------------------------|-------------------------------------|
| 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 |
| 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 |

| PA Standard | | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|--|--|----------------------|---------------------------------------|--|
| 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 |
| C. Key Ideas and Details | | | | |
| 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 |
| E. Craft and Structure - Text Structure | | | | |
| 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 |

| PA Standard | | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|--|--|----------------------|---------------------------------------|--|
| 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 |
| G. Integration of Knowledge and Ideas - Diverse Media | | | | |
| 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 |
| J. Vocabulary Acquisition and Use | | | | |
| 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 |
| 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 |

| PA Standard | | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|----------------------------|---|----------------------|--|--|
| 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 |
| L. Range of Reading | | | | |
| 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 |
| 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 |

| | PA Standard | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|---|--|----------------------|---------------------------------------|--|
| Older Toddler | 1.2. OT.L Actively engage in small group reading activities. | 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 |
| B. Key Ideas and Details - Text Analysis | | | | |
| 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 |

| PA Standard | | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|---|---|-------------|---------------------------------------|---|
| 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 | 1.3 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 |
| C. Key Ideas and Details - Literary Elements | | | | |
| 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 |
| G. Integration of Knowledge and Ideas - Sources of Information | | | | |
| 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 |

J. Vocabulary Acquisition and Use

| | | | | |
|---------------|---|----------------------|--------------------------------|---|
| 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 |
| 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 |

PA Standard

AEPS-3 Area

AEPS-3 Strand

AEPS-3 Items

K. Range of Reading

| | | | | |
|---------------|---|----------------------|---------------------------------------|---|
| 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 |
| 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 |

R. Narrative - Conventions of Language

| | | | | |
|---------------|--|----------|------------|---|
| 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 |

| | PA Standard | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|---------------|--|-------------|---------------|---|
| 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 |

V. Conducting Research

| | | | | |
|---------------|---|----------------------|---------------------------|--|
| 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 |

1.5 Speaking and Listening

A. Comprehension and Collaboration - Collaborative Discussion

| | | | | |
|---------------|--|----------------------|-------------------------------|---|
| 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 |
| 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 |

C. Comprehension and Collaboration - Evaluating Information

| | | | | |
|---------------|--|----------------------|--------------------------------|--|
| 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 |
| 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 |

D/E. Presentation of Knowledge and Ideas - Purpose, Audience, and Task/Context

| | | | | |
|---------------|---|----------------------|-------------------------------|--|
| 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 |
| 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 goed 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 beat on drums, clap hands) | 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 |

PA Standard

AEPS-3 Area

AEPS-3 Strand

AEPS-3 Items

A.2. Counting and Cardinality - Counting

| | | | | |
|---------------|---|------|-------------|---|
| Infant | Emerging | | | |
| Young Toddler | Emerging | | | |
| 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 |

A.3. Counting and Cardinality - Comparing

| | | | | |
|---------------|---|----------------------|---------------------------|---|
| 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

MP. Counting and Cardinality - Mathematical Processes

| | | | | |
|---------------|--|----------------------|--|---|
| 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 numbers | 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 |

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 |
| | | Cognitive | C. Conceptual Knowledge | 4.2 Identifies concrete concepts |
| | Explore similarities and differences in the shape of objects | 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 |

| PA Standard | | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|------------------------------------|---|----------------------|---------------------------|---|
| Young Toddler | 2.3 YT.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 OT.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 | | | |
| 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 |

PA Standard

AEPS-3 Area

AEPS-3 Strand

AEPS-3 Items

MP. Geometry - Mathematical Processes

| | | | | |
|---------------|---|----------------------|--|---|
| 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 |
| 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 |

A.4 Measurement and Data - Data

| | | | | |
|---------------|---|-----------|---------------------------|--|
| 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 |

MP. Measurement and Data - Mathematical Processes

| 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 |
| 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-solve during measurement activities (Reference AL.4 OT.C) | Cognitive | D. Reasoning | 3. Solves problems using multiple strategies |
| | Problem-solve 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 Life Science

Organization for Matter and Energy Flow in Organisms

| | | | | |
|---------------|--|----------------------|--------------------------------|--|
| Infant | 3.1 I.A: Participate in simple investigations of living and nonliving things. | Cognitive | E. Scientific Discovery | 1.2 Uses senses to explore |
| | There are differences between living and non-living things. | | | |
| | Use senses to explore living and non-living things | Cognitive | E. Scientific Discovery | 1.2 Uses senses to explore |
| | Show interest in the natural world | Cognitive | E. Scientific Discovery | 1.2 Uses senses to explore |
| | Observe basic care of plants and animals | Cognitive | E. Scientific Discovery | 2.3 Makes observations |
| | Explore parts of living things | Cognitive | A. Sensory Exploration | 2. Combines simple actions to examine people and objects |
| Young Toddler | 3.1 Y.T.A: Participate in simple investigations of living and nonliving things. | Cognitive | A. Sensory Exploration | 1.2 Uses simple tools to gather information |
| | There are differences between living and non-living things. | | | |
| | Use senses and simple equipment to explore living and non-living things. | Cognitive | A. Sensory Exploration | 1.1 Uses simple tools to gather information |
| | Show interest in and respond to plants, animals, and people in the environment. | Cognitive | E. Scientific Discovery | 1.2 Uses senses to explore |
| | Engage in basic care of plants and animals. | Cognitive | D. Reasoning | 2.2 Uses simple actions on a variety of objects |
| | Explore parts of living things. | Cognitive | E. Scientific Discovery | 1.2 Uses senses to explore |
| | Point to basic body parts when asked. | Social Communication | B. Communicative Understanding | 2. Locates common objects, people, and/or events |
| | Participate in simple body parts games (e.g., Head, Shoulder, Knees and Toes). | Social Emotional | A. Interactions with Adults | 2.2 Repeats part of interactive game or action in order to continue game and/or action |
| | Point to and match basic parts of plants and animals (e.g., flower, leaf, and tail). | Social Communication | B. Communicative Understanding | 2. Locates common objects, people, and/or events |

| PA Standard | | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|---------------|--|----------------------|--------------------------------|---|
| Older Toddler | 3.1 OT.A: Participate in simple investigations of living and nonliving things to answer a question. | Cognitive | E. Scientific Discovery | 1. Expands simple observations and explorations into further inquiry |
| | There are differences between living and non-living things. The characteristics of living things can be observed and studied. All living things have basic needs that allow them to live and grow. | | | |
| | Use senses and simple equipment to gather data about living and nonliving things. | Cognitive | E. Scientific Discovery | 1.1 Uses simple tools to gather information |
| | Asks questions about living and nonliving things. | Cognitive | E. Scientific Discovery | 2.1 Generates specific questions for investigation |
| | 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 and non-living things (e.g., size, shape, color, and texture). | Cognitive | E. Scientific Discovery | 2.3 Makes observations |
| | Engage in basic care of plants and animals. | Social-Emotional | A. Interactions with Adults | 3.2 Follows familiar social routines with familiar adults |
| | Communicate that living things need food and water to survive. | 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. Expands simple observations and explorations into further inquiry |
| | Describe changes in people and animals over time (e.g., losing teeth, bean sprouting). | 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 parts games (e.g., Head, Shoulder, Knees and Toes). | Literacy | B. Phonological Awareness | 1.2 Participates in repetitive verbal play |
| | Name basic parts of plants and animals (e.g., flower, leaf, and tail). | Social Communication | D. Social Use of Language | 2. Provides and seeks information while conversing with others using words, phrases, or sentences |
| | Include basic parts (e.g., head, flower) in drawings of people, animals, or plants. | Literacy | E. Writing | 2.1 Makes representational drawings |
| | Talk about changes that occur in animals during the seasons. | Cognitive | E. Scientific Discovery | 2.2 Demonstrates knowledge about natural happenings |
| | Plants and animals grow and change. | | | |
| | Ask questions about plants and animals growing and changing. | Cognitive | E. Scientific Discovery | 2.3 Makes observations |

| | PA Standard | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|---------------|--|----------------------|---------------------------|---|
| Older Toddler | Observe and document the growth of a living thing through scribbles, drawings, and/or photos. | Cognitive | E. Scientific Discovery | 2.2 Demonstrates knowledge about natural happenings |
| | Describe changes in people and animals over time (e.g., losing teeth, growing out of clothing, beans sprouting). | Social Communication | D. Social Use of Language | 2. Provides and seeks information while conversing with others using words, phrases, or sentences |
| | Care for plants and animals in the classroom. | Cognitive | E. Scientific Discovery | 3.1 Draws on prior knowledge to guide investigations |

3.2 Physical Science

Structure and Properties of Matter

| | | | | |
|--------|--|------------------|-----------------------------|--|
| Infant | 3.2 I.A: Participate in simple investigations to explore objects with varying characteristics. | Cognitive | A. Sensory Exploration | 2.1 Uses sensory means to explore people, animals, and objects |
| | Different kinds of matter exist, and matter can be described and classified by its observable properties. | | | |
| | 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, shapes, textures, and colors. | Cognitive | A. Sensory Exploration | 2.1 Uses sensory means to explore people, animals, and objects |
| | Engage with objects to learn about their characteristics. | Cognitive | A. Sensory Exploration | 2.1 Uses sensory means to explore people, animals, and objects |
| | Matter can change. | | | |
| | Observe an adult combining materials to make a new substance (e.g., cooking, making volcano, mixing paint colors). | Cognitive | A. Sensory Exploration | 1. Orients to events or stimulation |
| | Observe differences in water (e.g., ice cube or snow melting and freezing). | Cognitive | A. Sensory Exploration | 2. Combines simple actions to examine people and objects |
| | Observe changes in solid materials (e.g., crayon melting). | Cognitive | A. Sensory Exploration | 2. Combines simple actions to examine people and objects |
| | Engage with adult provided materials. | Social Emotional | A. Interactions with Adults | 2.3 Responds to familiar game or action |

| | PA Standard | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|---------------|--|-------------|-------------------------|--|
| Young Toddler | 3.2 YT.A: Participate in simple investigations to engage with objects to learn about their characteristics. | Cognitive | E. Scientific Discovery | 1. Expands simple observations and explorations into further inquiry |
| | Different kinds of matter exist, and matter can be described and classified by its observable properties. | | | |
| | Use senses and simple equipment to explore objects. | Cognitive | E. Scientific Discovery | 1.2 Uses senses to explore |
| | Explore objects of varying sizes, shapes, textures, and 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) | Cognitive | E. Scientific Discovery | 1. Expands simple observations and explorations into further inquiry |
| | Engage with adult-provided materials | Cognitive | E. Scientific Discovery | 1.1 Uses simple tools to gather information |
| | Matter can change. | | | |
| | Engage in activities involving changes in matter | Cognitive | E. Scientific Discovery | 1. Expands simple observations and explorations into further inquiry |
| | Combine materials to make a new substance (e.g., mix paint color, mix water and soil). | Cognitive | D. Reasoning | 2.1 Tries different simple actions to achieve goal |
| | Participate in teacher-led cooking activities. | Cognitive | E. Scientific Discovery | 1. Expands simple observations and explorations into further inquiry |
| | 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 | 2.3 Makes observations |

| PA Standard | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|---|----------------------|---------------------------|--|
| Older Toddler | | | |
| 3.2 OT.A: Participate in simple investigations to engage with objects to learn about and discuss their characteristics. | Cognitive | E. Scientific Discovery | 1. Expands simple observations and explorations into further inquiry |
| Different kinds of matter exist, and matter can be described and classified by its observable properties. | | | |
| Use senses and simple equipment to explore objects | Cognitive | E. Scientific Discovery | 1. Expands simple observations and explorations into further inquiry |
| Explore objects of varying sizes, shapes, textures, and 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). | Cognitive | E. Scientific Discovery | 1. Expands simple observations and explorations into further inquiry |
| Engage with adult-provided materials. | Cognitive | E. Scientific Discovery | 1.1 Uses simple tools to gather information |
| Collect and sort objects according to characteristics. | Cognitive | C. Conceptual Knowledge | 3.3 Discriminates between objects and/or people using common attributes |
| 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. Expands simple observations and explorations into further inquiry |
| Describe observations. | Cognitive | E. Scientific Discovery | 2.3 Makes observations |
| 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 |
| Matter can change. | | | |
| Combine materials to make a new substance (e.g., mix paint color, mix water and soil) and describe the result. | Cognitive | D. Reasoning | 2.1 Tries different simple actions to achieve goal |
| 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 | 2.3 Makes observations |
| Discuss changes in solid materials (e.g., crayon melting). | Cognitive | E. Scientific Discovery | 2.3 Makes observations |
| Describe changes in food substances during cooking. | Cognitive | E. Scientific Discovery | 2.3 Makes observations |

PA Standard

AEPS-3 Area

AEPS-3 Strand

AEPS-3 Items

| Forces and Motion | | | | |
|-------------------|--|------------------|-----------------------------|--|
| Infant | 3.2 I.B.1: Participate in simple investigations to explore the motion of objects. | Cognitive | E. Scientific Discovery | 1.2 Uses senses to explore |
| | Objects can be moved by external forces | | | |
| | Recognize that objects can be moved | Cognitive | A. Sensory Exploration | 2. Combines simple actions to examine people and objects |
| | Act upon objects to make them move in various ways | Cognitive | A. Sensory Exploration | 2. Combines simple actions to examine people and objects |
| | Participate in teacher-led activities involving moving objects | Social-Emotional | A. Interactions with Adults | 3. Participates in familiar social routines with caregivers |
| | Use senses to explore the motion of objects. | Cognitive | E. Scientific Discovery | 1.2 Uses senses to explore |
| | Explore the motion of objects with varying size, shape, and weights. | Cognitive | A. Sensory Exploration | 2. Combines simple actions to examine people and objects |
| Young Toddler | 3.2 Y.T.B.1: Participate in simple investigations to recognize and explore how objects move. | Cognitive | E. Scientific Discovery | 1. Expands simple observations and explorations into further inquiry |
| | Objects can be moved by external forces | | | |
| | Recognize that objects can be moved | Cognitive | A. Sensory Exploration | 2. Combines simple actions to examine people and objects |
| | Act upon objects to make them move in various ways | Cognitive | D. Reasoning | 2.2 Uses simple actions on a variety of objects |
| | Participate in teacher-led activities involving moving objects | Social-Emotional | A. Interactions with Adults | 3. Participates in familiar social routines with caregivers |
| | Use senses to explore the motion of objects. | Cognitive | E. Scientific Discovery | 1.2 Uses senses to explore |
| | Explore the motion of objects with varying size, shape, and weights. | Cognitive | D. Reasoning | 2. Coordinates actions with objects to achieve new outcomes |

| | PA Standard | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|------------------------------------|---|----------------------|-----------------------------|---|
| Older Toddler | 3.2 OT.B.1: Participate in simple investigations to recognize, explore, and communicate about how objects move. | Cognitive | E. Scientific Discovery | 1. Expands simple observations and explorations into further inquiry |
| | Communicate about the motion of objects during play. | Social-Communication | D. Social Use of Language | 2.2 Describes objects; people; and past, present, and future events as part of social exchange |
| | Recognize that objects can be moved by pushing or pulling. | Cognitive | E. Scientific Discovery | 1. Expands simple observations and explorations into further inquiry |
| | | Cognitive | D. Reasoning | 1.1 Uses part of object or support to obtain another object |
| | 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 objects. | Social-Emotional | A. Interactions with Adults | 3. Participates in familiar social routines with caregivers |
| | Use words related to motion (e.g., push, pull, fast, slow, start, stop). | 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 the motion of objects. | Social-Communication | D. Social Use of Language | 2. Provides and seeks information while conversing with others using words, phrases, or sentences |
| | Use senses to explore the motion of objects. | Cognitive | E. Scientific Discovery | 1.2 Uses senses to explore |
| | Push or pull objects with varying size, shape, and weights. | Cognitive | D. Reasoning | 2. Coordinates actions with objects to achieve new outcomes |
| 3.3 Earth and Space Science | | | | |
| Earth Materials and Systems | | | | |
| Infant | 3.3 I.A: Participate in simple investigations of earth materials. | Cognitive | E. Scientific Discovery | 1.2 Uses senses to explore |
| | The earth consists of different types of materials. | | | |
| | 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, water). | Cognitive | A. Sensory Exploration | 2.1 Uses sensory means to explore people, animals, and objects |
| | Participate in teacher-led activities (e.g., sorting rocks, mixing water and soil, watering plants, washing hands). | Social-Emotional | A. Interactions with Adults | 3. Participates in familiar social routines with caregivers |

| | PA Standard | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|---------------|--|------------------|--|--|
| Young Toddler | 3.3 YT.A: Participate in simple investigations of earth materials. | Cognitive | A. Sensory Exploration | 2. Combines simple actions to examine people and objects |
| | The earth consists of different types of materials. | | | |
| | Use senses and simple tools to explore earth materials. | Cognitive | E. Scientific Discovery | 1.2 Uses sense to explore |
| | Explore a variety of earth materials (e.g., large rocks, soil, wood, minerals, water). | Cognitive | A. Sensory Exploration | 2. Combines simple actions to examine people and objects |
| | Participate in teacher-led activities (e.g., sorting rocks, mixing water and soil, watering plants, washing hands). | Social-Emotional | A. Interactions with Adults | 3. Participates in familiar social routines with caregivers |
| Older Toddler | 3.3 OT.A: Participate in simple investigations of earth materials. | Cognitive | E. Scientific Discovery | 1. Expands simple observations and explorations into further inquiry |
| | The earth consists of different types of materials. | | | |
| | Use senses and simple tools to explore earth materials. | Cognitive | E. Scientific Discovery | 1.1 Uses simple tools to gather information |
| | Explore a variety of earth materials (e.g., large rocks, soil, wood, minerals, water). | 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. Interacts appropriately with others during small group activities |
| | Use simple scientific vocabulary to label earth materials (e.g., rock, stone, soil, dirt). | Cognitive | E. Scientific Discovery | 2.2 Demonstrates knowledge about natural happenings |
| | Answer questions about observations of earth materials. | Cognitive | E. Scientific Discovery | 2.3 Makes observations |
| | 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. Interacts appropriately with others 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 |

PA Standard

AEPS-3 Area

AEPS-3 Strand

AEPS-3 Items

Weather and Climate

| | | | | |
|---------------|---|----------------------|-------------------------------|---|
| Infant | 3.3 I.B: Observe weather conditions. | Cognitive | A. Sensory Exploration | 1. Orients to events or stimulation |
| | Weather conditions change and can affect daily life. | | | |
| | 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 | A. Sensory Exploration | 2.1 Uses sensory means to explore people, animals, and objects |
| Young Toddler | 3.3 YT.B: Observe and begin to label weather conditions. | Cognitive | E. Scientific Discovery | 2.3 Makes observations |
| | Weather conditions change and can affect daily life. | | | |
| | 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) | Social-Communication | A. Early Social Communication | 4. Uses intentional gestures, vocalizations, and objects to communicate |
| Older Toddler | 3.3 OT.B: Describe changes in weather conditions and discuss how weather affects daily life. | Social-Communication | D. Social Use of Language | 2.2 Describes objects; people; and past, present, and future events as part of social exchange |
| | 3.3 OT.A.2 Seasons correspond with observable conditions and 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 | E. Scientific Discovery | 2.3 Makes observations |
| | 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). | Social-Communication | D. Social Use of Language | 2. Provides and seeks information while conversing with others using words, phrases, or sentences |
| | 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 |

3.4 Environmental Literacy and Sustainability

Sustainability and Stewardship Environmental Sustainability

| Infant | Emerging | | | |
|---------------|--|----------------------|---------------------------|---|
| Young Toddler | 3.4 YT.D: Engage in activities that reduce the impact of humans on the local environment. | Cognitive | E. Scientific Discovery | 1. Expands simple observations and explorations into further inquiry |
| | Human activity impacts the local environment. | | | |
| | Imitate the disposing of waste | Cognitive | B. Imitation and Memory | 1. Imitates novel coordinated motor actions |
| Older Toddler | 3.4 OT.D: Engage in activities that reduce the impact of humans on the local environment. | Cognitive | E. Scientific Discovery | 1. Expands simple observations and explorations into further inquiry |
| | Human activity impacts the local environment. | | | |
| | 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 | Cognitive | E. Scientific Discovery | 2.3 Makes observations |

3.5 Technology and Engineering

Applying, Maintaining, and Assessing Technological Products and Systems Impacts of Technology Influence of Society on Technological Development

| | | | | |
|--------|---|------------|------------------------------|--|
| Infant | 3.5 I.A: Imitate use of various technologies in play. | Fine Motor | D. Use of Electronic Devices | 1.2 Uses finger to interact with touch screen |
| | Technology impacts daily living and can be used as a tool for exploring and understanding the world, as well as communicating with one another. | | | |
| | Observe use of technology (e.g., telephone, cell phone, computer, camera, tablet). | Cognitive | A. Sensory Exploration | 1. Orients to events or stimulation |
| | Use technology props (e.g., old cell phones, toy or real cameras, computer keyboard) in play. | Cognitive | A. Sensory Exploration | 2. Combines simple actions to examine people and objects |

| | PA Standard | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|---------------|---|----------------------|--|---|
| Young Toddler | 3.5 YT.A: Imitate use of various technologies in play. | Cognitive | B. Imitation and Memory | 1.2 Imitates familiar simple motor action |
| | Technology impacts daily living and can be used as a tool for exploring and understanding the world, as well as communicating with one another. | | | |
| | Observe use of technology (e.g., telephone, cell phone, computer, camera, tablet). | Cognitive | A. Sensory Exploration | 1. Orients to events or stimulation |
| | Use technology props (e.g., old cell phones, toy or real cameras, computer keyboard) in play. | Cognitive | A. Sensory Exploration | 2.1 Combines simple actions to examine people, animals, and objects |
| Older Toddler | 3.5 OT.A: Communicate about technology in their environment. | Social-Communication | D. Social Use of Language | 1. Uses language to initiate and sustain social interaction |
| | Technology impacts daily living and can be used as a tool for exploring and understanding the world, as well as communicating with one another. | | | |
| | Observe use of technology (e.g., telephone, cell phone, computer, camera, tablet). | Cognitive | A. Sensory Exploration | 2.1 Uses sensory means to explore people, animals, and objects |
| | Use technology props (e.g., old cell phones, toy or real cameras, computer keyboard) in their play. | Social-Emotional | D. Independent and Group Participation | 3.3 Entertains self by playing with toys |
| | 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 | 1. Uses language to initiate and sustain interaction |
| | 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 |
| Infant | Emerging | | | |
| Young Toddler | Emerging | | | |

| | PA Standard | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|---------------|---|------------------|--|--|
| Older Toddler | 3.5 OT.M: Engage in adult led activities as part of the engineering design process. | Social-Emotional | D. Independent and Group Participation | 1.1 Interacts appropriately with materials during small group activities |
| | The engineering design process has steps that should be followed. See introduction for these steps. | | | |
| | The learner will: • Participate in adult activities that use the steps of the engineering design process. o Ask – Define the problem. o Imagine – Brainstorm possible solutions. o Plan – Research ideas and explore possibilities. Establish criteria and constraints. Consider alternative solutions and select an approach. o Create – Develop a design proposal. Make or model a prototype. Test and evaluate. o Improve – Refine the design, create the solution, communicate the results. | Cognitive | E. Scientific Discovery | 1. Expands simple observations and explorations into further inquiry |
| Infant | 3.5 I.N: Participate in simple investigations to determine how things work. | Cognitive | A. Sensory Exploration | 2. Combines simple actions to examine people and objects |
| | Infants learn how things work by using their senses through play and interacting with concrete materials. | | | |
| | Engage in play with concrete materials. | Cognitive | A. Sensory Exploration | 2. Combines simple actions to examine people and objects |
| | Explore their environment using different senses. | Cognitive | A. Sensory Exploration | 2.1 Uses sensory means to explore people, animals, and objects |
| | Observe adults taking things apart and putting them back together. | Cognitive | A. Sensory Exploration | 1.1 Reacts to events or stimulation |
| Young Toddler | 3.5 YT.N: Participate in simple investigations to determine how things work. | Cognitive | D. Reasoning | 2. Coordinates actions with objects to achieve new outcomes |
| | Young toddlers learn how things work by using their senses through play and interacting with concrete materials. | | | |
| | Engage in play with concrete materials. | Cognitive | A. Sensory Exploration | 2. Combines simple actions to examine people and objects |
| | Explore their environment using different senses. | Cognitive | A. Sensory Exploration | 2.1 Uses sensory means to explore people, animals, and objects |
| | Explore object to see how they work (e.g., pushing buttons to start and stop, turning object over). | Cognitive | D. Reasoning | 2. Coordinates actions with objects to achieve new outcomes |
| | Observe adults taking things apart and putting them back together. | Cognitive | E. Scientific Discovery | 2.3 Makes observations |

| | PA Standard | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|---------------|---|----------------------|--|---|
| Older Toddler | 3.5 OT.N: Participate in simple investigations to determine how things work. | Cognitive | E. Scientific Discovery | 1. Expands simple observations and explorations into further inquiry |
| | Older toddlers learn how things work by asking questions and using their senses through play and interacting with concrete materials. | | | |
| | Engage in play with concrete materials. | Social-Emotional | D. Independent and Group Participation | 3.3 Entertains self by playing with toys |
| | Explore their environment using different senses. | Cognitive | E. Scientific Discovery | 1.2 Uses senses to explore |
| | Explore object to see how they work (e.g., pushing buttons to start and stop, turning object over, taking things apart and putting them back together). | Cognitive | D. Reasoning | 2. Coordinates actions with objects to achieve new outcomes |
| | Observe adults taking things apart and putting them back together. | Cognitive | E. Scientific Discovery | 2.3 Makes observations |
| | Engage in listening, questioning, and discussing. | Social-Communication | D. Social Use of Language | 2. Provides and seeks information while conversing with others using words, phrases, or sentences |
| | Ask questions and discuss how things work. | Social-Communication | D. Social Use of Language | 2.1 Asks questions to obtain information |
| Infant | 3.5 I.S: Participate in adult led play and exploration that applies design concepts, principles, and processes. | Social-Emotional | A. Interactions with Adults | 2.3 Responds to familiar game or action |
| | Play and exploration are an important part of the learning process. | | | |
| | Reference AL1.I.A, AL.2.I.C, AL4.I.C | | | |
| Young Toddler | 3.5 YT.S: Participate in adult led play and exploration that applies design concepts, principles, and processes. | Social-Emotional | A. Interactions with Adults | 2.2 Repeats part of interactive game or action in order to continue game and/or action |
| | Play and exploration are an important part of the learning process. | | | |
| | Reference AL1.YT.A, AL.2.YT.C, AL4.YT.C | | | |
| Older Toddler | 3.5 OT.S: Participate in adult led play and exploration that applies design concepts, principles, and processes. | Social-Emotional | D. Independent and Group Participation | 1.1 Interacts appropriately with materials during small group activities |
| | Play and exploration are an important part of the learning process. | | | |
| | Reference 3.5.OT.M | | | |
| Infant | 3.5 I.CC: Engage in exploration of materials that represent technologies in the workplace. | Cognitive | A. Sensory Exploration | 2. Combines simple actions to examine people and objects |
| | There are many careers that use technology. | | | |
| | Explore medical equipment and materials. | Cognitive | A. Sensory Exploration | 2. Combines simple actions to examine people and objects |
| | Play with real or model medical equipment (e.g., stethoscope, blood pressure cuff). | Social-Emotional | D. Independent and Group Participation | 3.3 Entertains self by playing with toys |
| | Explore transportation vehicles. | Cognitive | A. Sensory Exploration | 2. Combines simple actions to examine people and objects |
| | Explore simple construction tools and vehicles. | Cognitive | A. Sensory Exploration | 2. Combines simple actions to examine people and objects |

| | PA Standard | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|---------------|--|----------------------|--|---|
| Young Toddler | 3.5 YT.CC: Engage in exploration of materials that represent technologies in the workplace. | Cognitive | A. Sensory Exploration | 2. Combines simple actions to examine people and objects |
| | There are many careers that use technology. | | | |
| | 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 | D. Independent and Group Participation | 3.3 Entertains self by playing with toys |
| | 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 simple construction tools and vehicles. | Cognitive | A. Sensory Exploration | 2. Combines simple actions to examine people and objects |
| Older Toddler | 3.5 OT.CC: Engage in exploration of materials that represent technologies in the workplace. | Cognitive | E. Scientific Discovery | 1. Expands simple observations and explorations into further inquiry |
| | There are many careers that use technology. | | | |
| | 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 | D. Independent and Group Participation | 3.3 Entertains self by playing with toys |
| | Identify the types of tools and materials used in construction. | Cognitive | C. Conceptual Knowledge | 3.1 Classifies according to function |
| | 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 |
| | Ask and answer questions about workplace technologies and their uses. | Social-Communication | D. Social Use of Language | 2.1 Asks questions to obtain information |
| | Match workplace technology to worker. | Cognitive | C. Conceptual Knowledge | 3.3 Discriminates between objects and/or people using common attributes |

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 |
| | Reference 16.3 I.B | | | |
| 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 |
| | Reference 16.3 YT.B | | | |
| Older Toddler | 5.1 OT.A Follow basic rules | Social-Emotional | E. Meeting Social Expectations | 3.2 Follows established social rules in familiar environments |
| | Reference 16.3 OT.B | | | |

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. Conflict and Resolution | | | | |
| 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 |
| | Reference 16.2 I.D | | | |
| 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 |
| | Reference 16.2 YT.D | | | |
| 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 |
| | Reference 16.2 OT.D | | | |

PA Standard

AEPS-3 Area

AEPS-3 Strand

AEPS-3 Items

C. Government Services

| | | | | |
|---------------|--|----------------------|--------------------------------|---|
| 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 |
| 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 |

Economics

6.1 Scarcity and Choice

D. Incentives and Choice

| | | | | |
|---------------|--|----------------------|---|---|
| Infant | 6.1 I.D Demonstrate preference for specific objects and people Reference 16.3 I.A | 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 Reference 16.3 YT.A | Social-Communication | A. Early Social Communication | 4.2 Makes choices to express preferences |
| 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 |

6.3 Functions of Government

D. Government's Role in International Trade

| | | | | |
|---------------|--|----------------------|---------------------------|---|
| 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 |

PA Standard

AEPS-3 Area

AEPS-3 Strand

AEPS-3 Items

6.5 Income, Profit, and Wealth

C. Types of Business

| | | | | |
|---------------|--|----------------------|----------------------------|---|
| 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 |

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 of 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 |

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 |
| | Reference AL.2 I.B | | | |
| 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 |
| | Reference AL.2 YT.B | | | |
| 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 |
| | Reference AL.2 OT.B | | | |

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 |

PA Standard

AEPS-3 Area

AEPS-3 Strand

AEPS-3 Items

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 |
| 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

E. Representation

| | | | | |
|---------------|--|----------------------|--|--|
| 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 head 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, clay, 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 |

J. Technologies

| | | | | |
|---------------|--|------------|------------------------------|--|
| 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 |

9.1.D Production and Performance - Dramatic and Performance Play

B. Demonstration

| | | | | |
|---------------|--|------------------|----------------------------|---|
| 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 |
| 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 |

PA Standard

AEPS-3 Area

AEPS-3 Strand

AEPS-3 Items

E. Representation

| | | | | |
|---------------|---|------------------|----------------------------|---|
| Infant | Emerging | | | |
| Young Toddler | Emerging | | | |
| 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 |

9.1.V Production and Performance - Visual Arts**A. Elements and Principles**

| | | | | |
|---------------|--|------------------|--|--|
| 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 art materials as intended | Cognitive | A. Sensory Exploration | 2.1 Uses sensory means to explore people, animals, and objects |
| B. Demonstration | | | | |
| 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 |
| 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 |

E. Representation

| | | | | |
|---------------|--|----------------------|--|--|
| 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 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 |

J. Technologies

| | | | | |
|---------------|--|------------------|--|--|
| 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 |
| 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 |

| | PA Standard | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|---------------|--|------------------|--|--|
| 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 |
| 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 |

| PA Standard | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items | |
|---------------|--|----------------------|--|---|
| 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 art forms | Social-Communication | D. Social Use of Language | 2. Provides and seeks information while conversing with others using words, phrases, or sentences |

G. Critical Response

| | | | | |
|---------------|--|----------------------|--------------------------------|---|
| Infant | 9.3 I.G Respond 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 head 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 Motor14 | 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 | | | |
| 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 |
| 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 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 |
| 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 |

PA Standard

AEPS-3 Area

AEPS-3 Strand

AEPS-3 Items

B. Balance and Strength

| | | | | |
|---------------|---|-------------|-------------------------------------|---|
| 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 |
| 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 |
| | Sidestep 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. Eye/Hand Coordination | | | | |
| 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

C. Use of Tools

| | | | | |
|---------------|--|------------|-------------------------|---|
| 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 I.A Use fingers and hands to accomplish actions. | 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 OT.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 |

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 |
| | 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

C. Stages of Play

| | | | | |
|---|--|------------------|----------------------------|---|
| 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 |

PA Standard

AEPS-3 Area

AEPS-3 Strand

AEPS-3 Items

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 |

D. Patterning

| | | | | |
|---|---|-----------|-------------------------|---|
| 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 |

E. Memory

| | | | | |
|--|--|----------------------|----------------------------|---|
| 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

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

| | |
|--|---------------------|
| 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 |
|--|---------------------|

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 |

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

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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. <i>*See also 5.2 PK.B</i> | Use appropriate words and actions to express one's own desires. | Social-Emotional | D. Independent and Group Participation | 3. Solves problems using multiple strategies |
| | 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 |

Language and Literacy Development: English Language Arts

1.1 Foundational Skills

A. Book Handling

| | | | | |
|---|---|------------|--------------------------------|--|
| 1.1 PK.A Practice appropriate book-handling skills. | Orient a 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 |

C. Key Ideas and Details

| | | | | |
|--|---|----------------------|---------------------------------------|--|
| 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 |

E. Craft and Structure - Text Structure

| | | | | |
|--|--|----------|---------------------------------------|--|
| 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 |

| PA Standard | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items | |
|--|---|----------------------|---------------------------------------|---|
| F. Craft and Structure - Vocabulary | | | | |
| 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 |
| 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

K. Vocabulary Acquisition and Use

| | | | | |
|---|--|----------------------|---------------------------|---|
| 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 |

L. Range of Reading

| | | | | |
|--|---|----------------------|---------------------------------------|---|
| 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 |

1.3 Reading Literature

A. Key Ideas and Details - Theme

| | | | | |
|--|---|----------|---------------------------------------|--|
| 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. Key Ideas and Details - Text Analysis

| | | | | |
|---|--|----------|---------------------------------------|---|
| 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 |
|---|--|----------|---------------------------------------|---|

C. Key Ideas and Details - Literary Elements

| | | | | |
|--|---|----------|---------------------------------------|--|
| 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 |

D. Craft and Structure - Point of View

| | | | | |
|--|---|----------|---------------------------------------|--|
| 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 |

| PA Standard | | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|---|---|----------------------|---------------------------------------|---|
| E. Craft and Structure - Text Structure | | | | |
| 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 |
| F. Craft and Structure - Vocabulary | | | | |
| 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 |
| G. Integration of Knowledge and Ideas - Sources of Information | | | | |
| 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 |
| H. Integration of Knowledge and Ideas - Text Analysis | | | | |
| 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 |

PA Standard

AEPS-3 Area

AEPS-3 Strand

AEPS-3 Items

I. Vocabulary Acquisition and Use - Strategies

| | | | | |
|---|--|----------------------|--------------------------------|---|
| 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 |

J. Vocabulary Acquisition and Use

| | | | | |
|--|--|----------------------|---------------------------|---|
| 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 |

K. Range of Reading

| | | | | |
|--|---|----------------------|---------------------------------------|---|
| 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 |

| PA Standard | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items | |
|--|--|----------------------|---------------------------------------|---|
| 1.4 Writing | | | | |
| A. Informative/Explanatory | | | | |
| 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 nonfiction topic and talk about it. | Literacy | E. Writing | 2.1 Makes representational drawings |
| B. Informative/Explanatory - Focus | | | | |
| 1.4 PK.B With prompting and support, draw/dictate about one specific topic. | 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 |
| 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 |

| PA Standard | | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|--|---|-------------|---------------------------------------|--|
| N. Narrative - Focus | | | | |
| 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 |
| O. Narrative - Content | | | | |
| 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 |
| P. Narrative - Organization | | | | |
| 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 |
| R. Narrative - Conventions of Language | | | | |
| 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 |

PA Standard

AEPS-3 Area

AEPS-3 Strand

AEPS-3 Items

T. Production and Distribution of Writing - Writing Process

| | | | | |
|--|--|----------------------|---|---|
| 1.4 PK.T With guidance and support from adults and peers, respond to questions and suggestions, and 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 |

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 |

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 - Evaluating Information

| | | | | |
|---|---|----------------------|--------------------------------|--|
| 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 |

PA Standard

AEPS-3 Area

AEPS-3 Strand

AEPS-3 Items

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 |

G. Conventions of Standard English

| | | | | |
|--|---|----------------------|-----------------------------|--|
| 1.5 PK.G Demonstrate command of the conventions of standard English when speaking based on Pre-Kindergarten 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. Counting and Cardinality

1. 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 |

2. 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

3. Comparing

| | | | | |
|-----------------------------|--|------|---------------------------|--|
| 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 |

MP. Mathematical Processes

| | | | | |
|---|--|----------------------|---------------------------|---|
| 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. Operations and Algebraic Thinking

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. 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. Geometry

1. 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 |

2. 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. 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. Measurement and Data****1. 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

4. 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. 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 Life Science

Organization for Matter and Energy Flow in Organisms

3.1 PK.A: Use observations to identify and describe what plants and animals (including humans) need to survive.

| | | | | |
|--|--|----------------------|---------------------------|---|
| <p>There are differences between living and non-living things.</p> <p>All living things have basic needs that allow them to live and grow.</p> | 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 |
| | State that living things need air, food, and water to survive. | Cognitive | E. Scientific Discovery | 2.2 Demonstrates knowledge about natural happenings |
| | Observe the effect of darkness and light on growing plants. | Cognitive | E. Scientific Discovery | 2.2 Demonstrates knowledge about natural happenings |
| | 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 |
| | Ask questions about objects, organisms, and events. | Social-Communication | D. Social Use of Language | 2.1 Ask questions to obtain information |
| | Use the five senses and simple equipment to gather data. | Cognitive | E. Scientific Discovery | 3. Investigates to test hypotheses |
| | Collect objects during a nature walk. | Cognitive | E. Scientific Discovery | 1. Expands simple observations and explorations into further inquiry |
| | 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 |

| PA Standard | | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|---|--|-------------|-------------------------|--|
| 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 | 2.2 Demonstrates knowledge about natural happenings |
| | Care for plants and animals in the classroom. | Cognitive | E. Scientific Discovery | 2.2 Demonstrates knowledge about natural happenings |

3.2 Physical Sciences

Structure and Properties of Matter

3.2 PK.A: Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.

| | | | | |
|---|---|----------------------|---------------------------|---|
| Different kinds of matter exist, and matter can be described and classified by its observable properties. | 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 |
| | 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 |
| | 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 | 3. Investigates to test hypotheses |
| | 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 |
| Matter can change depending on temperature. | 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 |
| | 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 |

Forces and Motion

3.2 PK.A: Participate in investigations to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.

| | | | | |
|---|---|-----------|-------------------------|--|
| Pushing or pulling on an object can change the speed or direction of its motion and can start or stop it. | Comment about the motion of a variety of objects during play. | Cognitive | E. Scientific Discovery | 1. Expands simple observations and explorations into further inquiry |
| | Demonstrate an understanding of fast, slow, back, forth, start, and stop. | Cognitive | E. Scientific Discovery | 4.2 Demonstrates knowledge of properties of the change resulting from investigations |
| | Use the five sense and simple equipment to gather data. | Cognitive | E. Scientific Discovery | 3. Investigates to test hypotheses |
| | 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 |
| | Push or pull objects with varying size, shape, and weights. | Cognitive | E. Scientific Discovery | 3.2 Manipulates materials to cause change |
| | Reference 3.5.PK.M | | | |

Types of Interactions

3.2 PK.B: Participate in investigations to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.

| | | | | |
|---|--|-----------|-------------------------|---|
| Pushes and pulls can have different strengths and directions and when objects touch or collide, they push on one another and can change motion. | Demonstrate an understanding of push and pull. | Cognitive | E. Scientific Discovery | 4.3 Shows awareness that manipulation of materials or processes prompted change in those materials or processes |
| | Participate in activities that involve changes in strength and direction in the pushing and pulling of objects and discuss the outcomes. | Cognitive | E. Scientific Discovery | 4.2 Demonstrates knowledge of properties of the change resulting from investigations |
| | Make predictions about an outcome (e.g., What might happen to a car that is pushed up or down a hill?). | 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. Transfers knowledge |
| | Push or pull objects using varying strengths and directions. | Cognitive | E. Scientific Discovery | 3.2 Manipulates materials to cause change |

Conservation of Energy and Energy Transfer

3.2 PK.C: Recognize that light from the sun has an effect on the earth's surface.

| | | | | |
|-------------------------------------|--|-----------|-------------------------|---|
| Sunlight warms the earth's surface. | Understand the earth's surface could include rocks, sand, soil, water. | Cognitive | E. Scientific Discovery | 2.2 Demonstrates knowledge about natural happenings |
| | Participate in investigations of the effect of the sun on the earth's surface. | Cognitive | E. Scientific Discovery | 2.2 Demonstrates knowledge about natural happenings |

| PA Standard | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items | |
|---|---|---------------|-------------------------|--|
| 3.2 PK.D: Participate in simple investigations that will reduce the warming effect of sunlight. | | | | |
| Placing an object between the sun and the earth’s surface will reduce the warming effect of the sunlight. | Comment on the impact an object has when placed between the sun and the earth's surface (e.g., umbrellas, canopies, and tents). | Cognitive | E. Scientific Discovery | 4.2 Demonstrates knowledge of properties of the change resulting from investigations |
| | Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area. | Cognitive | E. Scientific Discovery | 3.1 Draws on prior knowledge to guide investigations |

3.3 Earth and Space Science

Weather and Climate

3.3 PK.A: Identify seasons that correspond with observable conditions and identify how weather affects daily life.

| | | | | |
|---|---|----------------------|---------------------------|---|
| Seasons correspond with observable conditions and 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) | 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 |

3.4 Environmental Literacy and Sustainability

Agricultural and Environmental Systems and Resources

3.4 PK.A: Identify natural resources available to people in their daily lives.

| | | | | |
|--|--|-----------|-------------------------|--|
| Living things, including humans, need water, air, and resources from the land; and they live in places that have the things they need. | State that living things need air, food, and water to survive. | Cognitive | E. Scientific Discovery | 2.2 Demonstrates knowledge about natural happenings |
| | Understand that the things we use can be made from things found in the environment. | Cognitive | E. Scientific Discovery | 3.1 Draws on prior knowledge to guide investigations |
| | 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 |
| | 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 . | Cognitive | E. Scientific Discovery | 1. Expands simple observations and explorations into further inquiry |
| | Label human needs as air, food, water, shelter, clothing. | Cognitive | E. Scientific Discovery | 3.1 Classifies according to function |

Sustainability and Stewardship**3.4 PK.D: Engage in activities that reduce the impact of humans on the local environment.**

| | | | | |
|---|---|-----------|-------------------------|---|
| Things people do impact the world around them. People can make choices that reduce those impacts. | 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. | Cognitive | E. Scientific Discovery | 3. Investigates to test hypotheses |
| | Identify ways that litter should be handled. | Cognitive | E. Scientific Discovery | 2.2 Demonstrates knowledge about natural happenings |
| | 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 | 4. Transfers knowledge |

3.5 Technology and Engineering**Applying, Maintaining, and Assessing Technological Products and Systems****3.5 PK.A: Identify and use everyday symbols.**

| | | | | |
|---|---|----------------------|---------------------------|---|
| Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions. <i>Reference 9.1.V PK.E</i> | Label symbols including road signs, symbols for persons with disabilities, and icons on a screen. | Social-Communication | D. Social Use of Language | 2. Provides and seeks information while conversing with others using words, phrases, or sentences |
| | Use symbols to represent or communicate an idea or a solution to a problem. | Cognitive | C. Conceptual Knowledge | 2.1 Recognizes symbols |

3.5 PK.C: Identify various technologies used in everyday life.

| | | | | |
|--|--|----------------------|---------------------------|---|
| Technology impacts daily living and can be used as a tool for understanding the world and communicating with others. | 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 |

3.5 PK.E: Explain the helpful and harmful effects of technology.

| | | | | |
|---|--|----------------------|---------------------------|---|
| Use of technology impacts humans and the environment. | 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 |
| | Identify how technology affects daily lives. | Cognitive | E. Scientific Discovery | 4. Transfers knowledge |
| | Describe different types of technology. | Social-Communication | D. Social Use of Language | 2. Provides and seeks information while conversing with others using words, phrases, or sentences |
| | Discuss how technology use could be helpful or harmful. | Cognitive | E. Scientific Discovery | 4. Transfers knowledge |

3.5 PK.K: Safely use tools to complete tasks.

| | | | | |
|---|---|------------------|--------------------------------|---|
| Tools can be used to accomplish a task. Tools are anything used to extend human capability also referred to as technology. | Identify different tools. | Cognitive | C. Conceptual Knowledge | 2.1 Recognizes symbols |
| | Use tools for intended purpose. | Cognitive | B. Imitation and Memory | 1. Imitates novel coordinated motor actions |
| | Discuss the ways in which tools can be used safely. | Cognitive | D. Social Use of Language | 2. Provides and seeks information while conversing with others using words, phrases, or sentences |
| | Follow established rules (e.g., time limit, handling with care, putting away) when using tools. | Social-Emotional | E. Meeting Social Expectations | 2.1 Meets behavioral expectations in familiar environments |
| | Choose tools that are appropriate for an identified task. | Cognitive | C. Conceptual Knowledge | 3.1 Classifies according to function |

Design and Design Thinking in Technology and Engineering Education
3.5 PK.M: Demonstrate essential skills of the engineering design process.

| | | | | |
|---|--|-----------|-------------------------|--|
| The Engineering Design Process has steps that should be followed. | Identify the steps of the engineering design process (Ask, Imagine, Plan, Create, Improve). | Cognitive | E. Scientific Discovery | 1. Expands simple observations and explorations into further inquiry |
| | Participate in activities that use the steps of the engineering design process. ◻ Ask – Define the problem. ◻ Imagine – Brainstorm possible solutions. ◻ Plan – Research ideas and explore possibilities. Establish criteria and constraints. Consider alternative solutions and select an approach. ◻ Create – Develop a design proposal. Make or model a prototype. Test and evaluate. ◻ Improve – Refine the design, create the solution, communicate the results. | Cognitive | E. Scientific Discovery | 4. Transfers knowledge |

3.5 PK.N: Participate in simple investigations to determine how things work.

| | | | | |
|---|---|----------------------|--------------------------------|--|
| Asking questions, listening, discussing, and testing predictions assist in understanding how things work. | Engage in listening, questioning, and discussing. | Literacy | A. Awareness of Print Concepts | 1. Participates in shared group reading led by adult |
| | Ask questions about how things work. | Social-Communication | D. Social Use of Language | 2.1 Asks questions to obtain information |
| | Observe and discuss how things work. | Cognitive | E. Scientific Discovery | 1. Expands simple observations and explorations into further inquiry |
| | Take things apart and put them back together. | Cognitive | E. Scientific Discovery | 3.2. Manipulates materials to cause change |

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 |

3.5 PK.S: Apply design concepts, principles, and processes through play and exploration.

There is always more than one possible solution to a problem. Play and exploration are important in testing multiple solutions.

Reference 3.5.PK.M

Reference AL1.PK.A, AL2.PK.C, AL3.PK.B, AL3.PK.C, AL4.PK.C.

Integration of Knowledge, Technologies, and Practices**3.5 PK.X: Develop a plan in order to complete a task.**

4.2 PK.B Identify a wetland as an ecosystem in Pennsylvania.

Reference AL2.PK.B

Nature and Characteristics of Technology and Engineering**3.5 PK.CC: Discuss the roles of scientists, engineers, technologists, and others who work with technology.**

There are many careers that use technology.

Act out roles' scientists, engineers, technologists, and others who work with technology.

Social-Emotional

C. Interactions with Peers

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

Examine and explore different careers and discuss the similarities and differences in the way that those careers use technology.

Cognitive

E. Scientific Discovery

4. Transfers knowledge

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 group 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 playdough 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. Leadership and Public Service | | | | |
| 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 |

F. Conflict and the Court System

| | | | | |
|---|---|------------------|---|---|
| 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 |

Economics

6.1 Scarcity and Choice

A. Scarcity and Choice

| | | | | |
|---|--|----------------------|-------------------------------|---|
| 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. Limited Resources

| | | | | |
|---|--|----------------------|-------------------------------|---|
| 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 |

D. Incentives and Choice

| | | | | |
|--|---|----------------------|-------------------------------|---|
| 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 |

6.2 Markets and Economic Systems**C. Advertising and Media**

| | | | | |
|---|--|----------------------|--------------------------------|---|
| 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 |

D. Price Determination

| | | | | |
|-------------------------------------|---|------------------|----------------------------|---|
| 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 |

6.3 Functions of Government**D. Government's Role in International Trade**

| | | | | |
|--|---|----------------------|---------------------------|---|
| 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 |

6.5 Income, Profit, and Wealth**A. Factors Influencing Wages**

| | | | | |
|---|--|----------------------|-------------------------------|---|
| 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 |

C. Types of Business

| | | | | |
|-------------------------------------|--|------------------|----------------------------|---|
| 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 |

Geography

7.1 Basic Geographic Literacy

A. Geographic Tools

| | | | | |
|---|--|----------------------|---------------------------|---|
| 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 |

B. Location of Places and Regions

| | | | | |
|--|---|----------------------|--------------------------------|---|
| 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 |

7.2 Physical Characteristics of Places and Regions

A. Physical Characteristics

| | | | | |
|---|---|----------------------|---------------------------|---|
| 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 |

B. Demonstration

| | | | | |
|--|--|------------------|--|--|
| 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, playdough). | 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 |

E. Representation

| | | | | |
|--|--|------------------|--|--|
| 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

J. Technologies

| | | | | |
|--|--|------------------|--|--|
| 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 |

9.2 Historical and Cultural Context of Works in the Arts**D. Perspective**

| | | | | |
|---|---|----------------------|--|---|
| 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 |

9.3 Critical Response to Works in the Arts

F. Identification

| | | | | |
|---|--|----------------------|--------------------------------|--|
| 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 |
|---|--|----------------------|--------------------------------|--|

G. Critical Response

| | | | | |
|---|--|----------------------|---------------------------|---|
| 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 |

9.4 Aesthetic Response to Works in the Arts

B. Emotional Response

| | | | | |
|--|---|----------------------|-------------------------------|---|
| 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 |

E. Health and the Environment

| | | | | |
|--|---|----------------------|---------------------------|---|
| 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 |

10.3 Safety and Injury Prevention

A. Safe and Unsafe Practices

| | | | | |
|--|---|----------------------|---------------------------|---|
| 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. Emergency Responses

| | | | | |
|---|--|----------------------|---------------------------|---|
| 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 |