**Standards Targeted**

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| **Standard** | **Module**  **1** | **Module 2** | **Module 3** | **Module 4** |
| **Science**  **1. Inquiry** 1.1 Expresses wonder and asks questions about the world around them. | **x** | **x** | **x** |  |
| **1. Inquiry** 1.2 Observes and discusses similarities and differences among objects and materials, including cause and effect | **x** | **x** | **x** |  |
| **1. Inquiry** 1.3 Investigates and problem solves through active exploration of the environment. | **x** | **x** | **x** | **x** |
| **1. Inquiry** 1.4 Progresses in ability to describe and discuss predictions, explanations, and generalizations. |  |  | **x** | **x** |
| **1. Inquiry** 1.5 Uses senses and a variety of tools to gather information, investigate materials, and observe processes and relationships | **x** |  | **x** |  |
| **1. Inquiry** 1.6 Collects, describes, and records information through a variety of means to lead to new understanding of the world around them. | **x** | **x** | **x** | **x** |
| **2. Knowledge** 2.1 Observes and describes the immediate and familiar world, such as the natural world, materials, living things, and natural processes. | **x** |  | **x** |  |
| **2. Knowledge** 2.2 Shows increased awareness and beginning understanding of changes in materials and cause-effect relationships, such as recognize that materials can exist in several physical states. | **x** | **x** | **x** | **x** |
| **2. Knowledge** 2.3 Demonstrates expanding knowledge of and respect for the environment. | **x** | **x** | **x** | **x** |
| **Math**  **1. Numbers**-**Counting** 1.1 Develops increased ability to count in sequence to ten and beyond. | **x** |  | **x** | **x** |
| **1. Numbers**-**Counting** 1.2 Begins to identify number symbols one to ten. |  |  | **x** |  |
| **1. Numbers**-**Counting** 1.3 Uses one-to-one correspondence in counting objects and matching groups of objects. | **x** |  | **x** |  |
| **1. Numbers**-**Counting** 1.4 Matches quantity with number symbols. | **x** |  | **x** | **x** |
| **1. Numbers**-**Counting** 1.5 Uses comparative words such as more, less, fewer, equal to. | **x** |  | **x** |  |
| **2. Number-Operations** 2.1 Develops increased ability to recognize addition as putting objects together and subtraction as taking objects apart. |  |  |  | **x** |
| **2. Number-Operations** 2.2 Identifies parts in relationship to a whole. |  |  |  | **x** |
| **3. Measurement and Data**-*Direct measurement, Representing and interpreting data* 3.1 Understand that objects have measurable attributes, such as length or weight. A single object might have several measurable attributes of interest. |  | **x** | **x** | **x** |
| **3. Measurement and Data**-*Direct measurement, Representing and interpreting data* 3.2 Estimates the size of objects in comparison to a common unit of measurement, such as more/less, short/tall, long/short, big/little, and light/heavy. | **x** | **x** | **x** | **x** |
| **3. Measurement and Data**-*Direct measurement, Representing and interpreting data* 3.3 Begins to construct a sense of time through participation in daily activities |  |  |  | **x** |
| **3. Measurement and Data**-*Direct measurement, Representing and interpreting data* 3.4 Classify objects according to common characteristics, such as color, size, or shape. | **x** | **x** |  | **x** |
| **3. Measurement and Data**-*Direct measurement, Representing and interpreting data* 3.5 Begins to incorporate estimating and measuring activities into play. |  |  |  | **x** |
| **3. Measurement and Data**-*Direct measurement, Representing and interpreting data* 3.6 Begins to recognize and interpret information presented in tables, graphs and symbols. |  |  | **x** |  |
| **4. Geometry**- 4.2 Progresses in ability to recognize terms of directionality, order, and positions of themselves and objects in their environment such as up, down, over, under, top, bottom, inside, outside, in front, and behind. |  |  | **x** |  |
| **Language Arts/Literacy**  **1. Listening and Speaking-***Utilization of receptive and expressive language for a variety of purpose* 1.1 Demonstrates an increasing ability to attend to and understand communication. | **x** | **x** | **x** |  |
| **1. Listening and Speaking-***Utilization of receptive and expressive language for a variety of* 1.2 Communicates needs and wants through a variety of verbal and symbolic forms. | **x** | **x** | **x** |  |
| **1. Listening and Speaking-***Utilization of receptive and expressive language for a variety of* 1.3 Understands and uses increasingly complex and varied vocabulary/sentences in listening and speaking. | **x** | **x** | **x** | **x** |
| **1. Listening and Speaking***-Comprehension and collaboration* 1.4. Comprehends and expands on oral language. | **x** |  | **x** | **x** |
| **1. Listening and Speaking***-Comprehension and collaboration* 1.5 Participates in conversations with peers and adults about topics of interest. | **x** |  | **x** | **x** |
| **1. Listening and Speaking***-Comprehension and collaboration* 1.6. Listens to others and takes turns speaking. | **x** | **x** | **x** | **x** |
| **1. Listening and Speaking***-Comprehension and collaboration* 1.7Asks questions to get information, seeks help, or clarifies something that is not understood. | **x** | **x** | **x** | **x** |
| **2. Foundational Skills for Reading-***Print Concepts* 2.1 Holds book upright and identifies the front and back of a book. | **x** |  |  |  |
| **2. Foundational Skills for Reading-***Print Concepts* 2.2 Progresses in learning how to handle and care for books; knows how to view one page at a time in sequence from front to back; and understands that a book has a title, author, and illustrator. | **x** |  |  |  |
| **2. Foundational Skills for Reading-***Print Concepts* 2.3 Demonstrates increasing awareness of concepts of print, such as reading moves from top to bottom and from left to right, speech can be written down, and print conveys a message. | **x** | **x** | **x** | **x** |
| **2. Foundational Skills for Reading-***Print Concepts* 2.4 Develops an awareness of environmental print such as signs, letters, newspapers, lists, messages, and menus. |  |  |  |  |
| **2. Foundational Skills for Reading-***Print Concepts* 2.5 Knows that letters of the alphabet are a special category of visual graphics that can be individually named. | **x** |  | **x** | **x** |
| **2. Foundational Skills for Reading-***Print Concepts* 2.6 Recognizes and names letters such as those in his/her name, names of family and friends, and those seen in environmental print. | **X** |  | **x** | **x** |
| **2. Foundational Skills for Reading-***Print Concepts* 2.7 Recognizes words as units of print that are separated by spaces. | **X** |  | **x** |  |
| **2. Foundational Skills for Reading***-Phonological Awareness* 2.8 Listens to and identifies sounds that are in the environment. |  |  |  |  |
| **2. Foundational Skills for Reading***-Phonological Awareness* 2.9 Shows growing ability to hear and discriminate separate syllables in words. |  |  |  |  |
| **2. Foundational Skills for Reading***-Phonological Awareness* 2.10 Progresses in recognizing matching sounds and rhymes in familiar words, games, songs, stories, and poems. |  |  |  |  |
| **2. Foundational Skills for Reading***-Phonological Awareness* 2.11 Shows growing awareness of beginning and ending sounds of words. | **X** |  | **x** |  |
| **2. Foundational Skills for Reading**-*Word Recognition*2.12 Recognizes a word as a unit of print. | **x** | **x** | **x** | **x** |
| **2. Foundational Skills for Reading**-*Word Recognition* 2.13 Recognize words such as his/her name, names of family and friends, and familiar environmental print. |  |  |  |  |
| **3. Literature-***Key Ideas and Details* 3.1 Shows growing interest and involvement in listening to and discussing a variety of fiction and nonfiction books and poetry. | **x** |  |  |  |
| **3. Literature-***Key Ideas and Details* 3.2 Looks through books independently and asks to have books read to them. | **x** |  |  |  |
| **3. Literature-***Key Ideas and Details* 3.3 Recognizes story elements such as characters, sequence of events, and theme of a story. | **x** |  |  |  |
| **3. Literature-***Key Ideas and Details* 3.4 Demonstrates progress in retelling and dictating stories from books and experiences; acts out stories in dramatic play; asks to take home books; goes to the library; and engages in pretend reading with other children. |  |  |  |  |
| **3. Literature-***Integration of Knowledge and Ideas* 3.5Engages in questioning, reflecting, and relating a story to personal experiences including use of new vocabulary. | **x** |  |  |  |
| **4. Writing-***Text Type and Purposes* 4.1 Progresses from using scribble shapes or pictures to represent ideas, to using letter-like symbols or invented spelling, to copying or writing familiar words such as his/her own name. | **x** |  | **x** | **x** |
| **4. Writing-***Text Type and Purposes* 4.2 Uses a combination of drawing, dictating, and writing to communicate ideas thoughts and feelings |  |  |  | **x** |
| **4.3 Writing-***Text type and purposes* 4.3 Demonstrates an understanding that writing relays a message that can be read. |  |  |  | **x** |
| **4.5 Writing-** *Text type and purposes* 4.5 Uses a variety of writing tools and materials, such as pencils, crayons and computers. |  |  |  | **x** |
| **Social And Emotional**  **1. Self-concept** 1.2 Demonstrates growing confidence in a range of abilities and expresses pride in accomplishments. | **x** |  | **x** |  |
| **1. Self-concept** 1.3 Develops growing capacity for independence in a range of activities, routines, and tasks. | **x** |  | **x** |  |
| **1. Self-concept** 1.4 Demonstrates progress in expressing needs, wants and feelings appropriately. | **x** |  |  |  |
| **2. Social Relationships***-Pro-social behavior* 2.1 Develops positive relationships with children and adults. |  | **x** | **x** | **x** |
| **2. Social Relationships***-Pro-social behavior* 2.3 Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully. | **x** | **x** | **x** | **x** |
| **2. Social Relationships***-Pro-social behavior* 2.4 Shows progress in developing and sustaining friendship with peers. |  |  | **x** |  |
| **2. Social Relationships***-Pro-social behavior* 2.5 Manages transitions and begins to adapt to change in routines. | **x** |  |  |  |
| **2. Social Relationships***-Cooperation* 2.6 Uses appropriate communication skills to initiate or join classroom activities. | **x** | **x** | **x** | **x** |
| **2. Social Relationships***- Cooperation* 2.8 Begins to share materials and experiences and take turns. |  | **x** | **x** | **x** |
| **2. Social Relationships***- Cooperation* 2.9 Uses and accepts negotiation, compromise, and discussion to resolve conflicts. | **x** |  |  | **x** |
| **2. Social Relationships***- Cooperation* 2.10 Accepts guidance and directions from a variety of familiar adults. | **x** | **x** | **x** | **x** |
| **2. Social Relationships***- Cooperation* 2.11 Follows basic routines and rules for play and group participation. | **x** | **x** |  | **x** |
| **4. Approach to Learning**4.1 Participates in a variety of classroom activities and tasks. | **x** | **x** |  | **x** |
| **4. Approach to Learning**4.2 Develops increased ability to make independent choices. | **x** | **x** |  | **x** |
| **4. Approach to Learning**4.3 Approaches tasks and activities with flexibility, imagination, and inventiveness. |  |  |  |  |
| **4. Approach to Learning**4.4 Persists in and completes tasks, activities, projects, and experiences. | **x** | **x** | **x** | **x** |
| **4. Approach to Learning**4.5 Demonstrates increasing ability to set goals and develop and follow through on plans. |  |  | **x** | **x** |
| **4. Approach to Learning**4.6 Maintains increasing concentration over a reasonable amount of time despite distractions and interruptions. | **x** |  | **x** |  |
| **Music/Art**  **1. Music and Movement-***Self Expression* 1.1 Participates in music activities including listening, singing and fingerplays. | **x** | **x** |  |  |
| **2. Visual Art-** *Self Expression* 2.1 Progresses in ability to express emotion and communicates ideas through creative artwork. | **x** |  |  | **x** |
| **2. Visual Art-** *Self Expression* 2.2 Demonstrates growing ability to plan, work independently, and demonstrate care and persistence in a variety of art projects. |  |  | **x** | **x** |
| **2. Visual Art-** *Self Expression* 2.3 Begins to demonstrate increased detail in variety of artwork, including drawings, paintings, models, and other multi-dimensional artwork. | **x** |  | **x** |  |
| **Physical Health and Development**  **1. Fine Motor** 1.3 Progress in ability to use writing, drawing and art tools, including pencils, markers, chalk, paint brushes, and various types of technology | **x** |  | **x** |  |
| **3. Health Practices** 3.1 Demonstrates ability to identify and make healthy food choices. | **x** | **x** |  | **x** |
| **3. Health Practices** 3.4 Demonstrates growing independence in daily health routines and habits in hygiene, nutrition, and personal care when eating, dressing, washing hands, brushing teeth, and toileting. | **x** |  | **x** |  |
| **21st Century Skills** |  |  |  |  |